

60TH CONGRESS
2d Session

HOUSE OF REPRESENTATIVES

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ANNUAL REPORT OF THE
COMMISSIONERS OF THE
DISTRICT OF COLUMBIA
YEAR ENDED JUNE 30, 1908

Vol. IV
REPORT OF BOARD
OF EDUCATION



WASHINGTON
GOVERNMENT PRINTING OFFICE
1909



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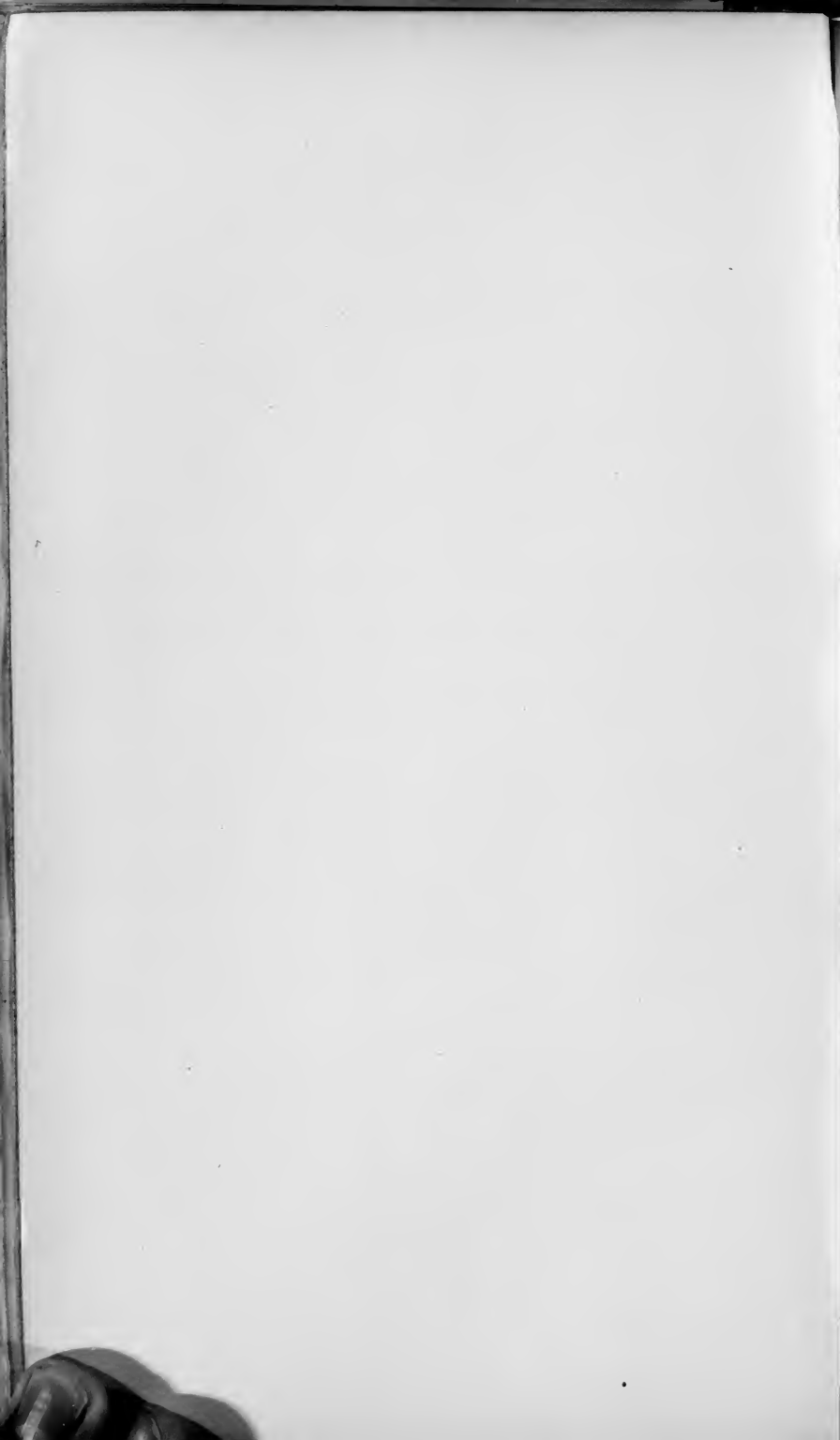
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REPORT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

To the Commissioners of the District of Columbia:

The personnel of the board of education underwent but one change for the year 1907-8, Mr. R. R. Horner succeeding Dr. Oliver M. Atwood. Dr. Barton W. Evermann and Mrs. Justina R. Hill, whose terms expired also on June 30, 1907, were reappointed for a term of three years.

In November, 1907, charges affecting his efficiency as superintendent were preferred against Dr. William E. Chancellor, superintendent of schools, and he was cited to appear on November 23, 1907, to make answer thereto. The board having power to remove the superintendent at any time for adequate cause affecting his character and efficiency as superintendent, he was given trial, in which he was represented by counsel, and on January 4, 1908, by unanimous vote, he was dismissed from the service. Mr. A. T. Stuart, director of intermediate instruction, and formerly superintendent of schools, was immediately chosen to succeed him.

The board has continued its insistence in securing the best school buildings possible—its policy being better and safer buildings suitably furnished, improvement in sanitation and in the repairs made, more spacious grounds, and more play space for children, and to this end has asked for liberal appropriations, estimating for new buildings necessary to replace old and unsafe structures, and to keep pace with the city's growing population. As a step toward more progressive action, the board has further urged that provision be made for a school architect, whose services shall be devoted exclusively to the interests of the schools. The cooperation of the health officer and the chief engineer of the fire department in the inspection of buildings, both new and old, has been invoked with helpful results.

During the year 45 different premises were leased for school purposes, most of them being dwellings not generally adaptable for class-room work, and work conducted in them is done under difficulty. Some improvement is in sight in the provision made by Congress for the purchase of portable schoolhouses by appropriating therefor any unused balances of the appropriation for rents under the compulsory education law.

Only one new building, the James H. Ketcham, was placed in operation during the school year 1907-8, but four new schools are under construction which will be completed and in operation for whole or part of next year, namely, the Deanwood and J. P. Van Ness, of 8 rooms each, and the Henry D. Cooke and the new Lucretia Mott, of 16 rooms.

The addition of schools for atypical children and providing for instruction of incorrigible pupils under teachers specially qualified therefor is deserving of mention.

After a year's work by a committee, the board has adopted its report revising the rules and by-laws, in order to make them more effective and to have them conform to new laws and decisions. They have already proven practical and workable and have done much toward placing the schools on a better educational and business basis.

Four resignations in the office of the board have occurred during the year, namely, the secretary, Mr. James L. Farmer, after a brief service; Mr. John W. De Maine, clerk; Mr. Frank Butts, stenographer, and Mr. E. I. Irey, assistant custodian of supplies, all of whom were capable officials, who were attracted elsewhere by better salaries.

Respectfully submitted.

JAS. F. OYSTER,
President Board of Education.

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SCHOOL CALENDAR.

1908-1909.

1908. School opens, beginning of the first half year.....September 21.
 Thanksgiving holiday.....Thursday and Friday, November 26 and 27.
 Christmas holiday.....December 24 to January 3, inclusive.
1909. End of first half year.....January 29.
 Beginning of second half year.....Monday, February 1.
 Washington's Birthday.....Monday, February 22.
 Easter holiday.....Friday, April 9 to 18, inclusive.
 Memorial Day ^a.....May 30.
 Commencement exercises:
 M Street High School, Armstrong Manual Training School, and Normal School No. 2.....June 18.
 Business High School.....June 21.
 Normal School No. 1.....June 22.
 McKinley Manual Training School.....June 22.
 Central High School, Eastern High School, and Western High School.....June 23.
 School closes, end of second half year.....June 23.
 School opens.....September 20, 1909.

NOTE.—February 12 declared a holiday for this year by Congress—Lincoln's Birthday.

^a This holiday falls on Sunday.

SCHOOL DIRECTORY OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

1908-1909.

MEMBERS.

Mr. JAMES F. OYSTER, 900 Pennsylvania avenue NW.
Mr. WILLIAM V. COX, Second National Bank.
Mrs. MARY CHURCH TERRELL, 326 T street NW.
Mr. JOHN F. COOK, 1118 Sixteenth street NW.
Mrs. ELLEN SPENCER MUSSEY, National Metropolitan Bank.
Mr. W. D. HOOVER, Fifteenth street and New York avenue NW.
Dr. BARTON W. EVERMANN, 1425 Clifton street NW.
Mrs. JUSTINA R. HILL, 1738 Q street NW.
Mr. RICHARD R. HORNER, Stewart Building.

OFFICERS OF THE BOARD.

President, Mr. JAMES F. OYSTER, 900 Pennsylvania avenue NW.
Vice-president, Mr. WILLIAM V. COX, Second National Bank.
Secretary, Mr. HARRY O. HINE, 3204 Highland avenue, Cleveland Park.

CLERKS.

JOHN W. F. SMITH, 816 Fourth street NW.
RAYMOND O. WILMARTH, 227 John Marshall place NW.
BENJAMIN PARKHURST, 1135 Twelfth street NW.

STENOGRAPHERS.

Miss MAUD WAGNER, 12 Ninth street NE.
Miss M. E. BISHOP, 123 Twelfth street NE.

MESSENGER.

L. MONROE, 2110 Vermont avenue NW.

The stated meetings of the Board are held on the second and fourth Wednesdays of each month.

STANDING COMMITTEES.

Ways and means.—Mr. Cox, Mr. Hoover, Mr. Cook.
Elementary schools and night schools.—Mr. Hoover, Mr. Oyster, Doctor Evermann, Mr. Cook, Mrs. Terrell.
Normal, high, and manual training.—Doctor Evermann, Mr. Hoover, Mr. Horner, Mrs. Hill, Mrs. Terrell.

Text-books and supplies.—Doctor Evermann, Mr. Hoover, Mrs. Hill.

Inspection and disposal of unserviceable material.—Mr. Cook, Mr. Oyster, Mrs. Mussey.

Sites, buildings, repairs, janitors, and sanitation.—Mr. Oyster, Mr. Hoover, Mr. Cox.

Water supply and drainage.—Mr. Horner, Mr. Cook, Mrs. Mussey.

Rules and by-laws.—Mr. Cox, Mr. Cook, Mrs. Mussey.

Military affairs and athletics.—Mr. Oyster, Mr. Cox, Mr. Horner.

Playgrounds and special schools.—Mrs. Mussey, Mrs. Terrell, Doctor Evermann.

School gardens.—Mrs. Hill, Mrs. Terrell, Mr. Horner.

Libraries and lectures.—Mrs. Terrell, Mrs. Hill, Doctor Evermann.

SPECIAL COMMITTEES.

Amendment of public act No. 254.—Mrs. Mussey, Mr. Cox, Mr. Cook, Mr. Hoover, Mr. Oyster.

Teachers' retirement.—Mr. Cox, Doctor Evermann, Mrs. Hill.

Awards and prizes (Galt legacy prize and Daughters of the American Revolution).—Mrs. Mussey, Mrs. Hill, Mrs. Terrell.

SCHOOLHOUSE COMMISSION.

A. T. STUART, Superintendent of Schools.

JAMES KNOX TAYLOR, Supervising Architect, U. S. Treasury.

JAY J. MORROW, Major, Corps of Engineers, U. S. Army, Engineer Commissioner, District of Columbia.

OFFICE OF SUPERINTENDENT.

ALEXANDER T. STUART, Superintendent of Public Schools.

PERCY M. HUGHES, Assistant Superintendent of Public Schools.

ROSCOE C. BRUCE, Assistant Superintendent of Public Schools.

Director of intermediate instruction, STEPHEN E. KRAMER. Office, Franklin School; residence, 1318 S street NW.

Supervisor of manual training, JOHN A. CHAMBERLAIN. Office, Franklin School; residence, 1502 Emerson street NW.

FIRST DIVISION.

Supervising principal, BERNARD T. JANNEY.

Office, Curtis School; residence, 1671 Thirty-first street nw.

No. of building.	Name.	Location.	Name of principal.
53	Addison, Henry....	P street between Thirty-second and Thirty-third streets nw.	Miss E. E. Darnelle, 1521 Thirty-first street nw.
25	Conduit Road.....	Conduit road.....	See Reservoir.
68	Corcoran, Thomas..	Twenty-eighth street between M street and Olive avenue nw.	Miss M. F. Gore, 1147 New Hampshire avenue nw.
26	Curtis, William	O street between Thirty-second and Thirty-third streets nw.	Miss E. M. Chase, 3014 Dent place nw.
92	Fillmore, Millard...	Thirty-fifth street between R and S streets nw.	Miss M. C. McGill, 1500 Vermont avenue nw.
147	Hyde, Anthony T..	O street between Thirty-second and Thirty-third streets nw.	Miss C. A. Ossire, 2721 P street nw.
.....	Industrial Home....	Wisconsin avenue nw.....	R. L. Haycock, Industrial Home.
69	Jackson, Andrew....	R street between Thirtieth and Thirty-first streets nw.	Miss E. L. Godey, 1737 Columbia road.
110	Reservoir.....	Conduit road, near reservoir.....	Miss Roberta Ossire, 2721 P street nw.
14	Threlkeld, John....	Thirty-sixth street and Prospect avenue nw.	Miss S. E. Thomas, 3114 O street nw.
114	Toner, John Meredith.	Twenty-fourth and F streets nw....	Miss Blanche Beckham, 2721 N street nw.

SECOND DIVISION.

Supervising principal, BEN W. MURCH.

Office, Dennison School; residence, 627 Florida avenue ne.

No. of building.	Name.	Location.	Name of principal.
65	Adams, John Quincy.	R street between Seventeenth street and New Hampshire avenue nw.	Miss J. C. McWilliam.
66	Berret, James G....	Fourteenth and Q streets nw.....	Miss N. E. L. McLean, 1227 Thirteenth street nw.
113	Chevy Chase.....	Connecticut avenue extended.....	Miss M. Ella Given, 1761 U street nw.
52	Dennison, William.	S street between Thirteenth and Fourteenth streets nw.	Miss K. E. Rawlings, 3321 Holmead avenue nw.
32	Force, Peter.....	Massachusetts avenue between Seventeenth and Eighteenth streets nw.	Miss C. L. Garrison, No. 26 The Victoria.
41	Grant, Ulysses S....	G street between Twenty-first and Twenty-second streets nw.	Miss F. L. Reeves, 730 Twenty-second street nw.
95	Johnson, Andrew....	School and Lamont streets, Mount Pleasant.	Miss C. G. Brewer, 106 The Ontario.
21	Johnson, Andrew, Annex.	School street, Mount Pleasant.....	
125	Morgan, Thomas P.	V street between Champlain and Eighteenth streets nw.	Mrs. C. B. Smith, 1522 Ninth street nw.
102	Tenley.....	Tenley.....	Miss H. I. Walsh, 2480 Ontario road nw.
54	Weightman, Roger C.	Twenty-third and M streets nw.....	Miss E. Macfarlane, 920 Sixteenth street nw.

THIRD DIVISION.

Supervising principal, ERNEST L. THURSTON.

Office, Ross School; residence, 3033 Fifteenth street nw.

104	Brightwood.....	Brightwood.....	Miss H. G. Nichols, 2821 Eleventh street nw.
151	Brightwood Park...	Ninth and Ingraham streets nw.....	Miss Frankanna Connolly.
84	Harrison, William Henry.	Thirteenth street between V and W streets nw.	Miss A. L. Sargent, 1348 Euclid street nw.
119	Hubbard, Gardner G.	Kenyon street between Eleventh and Thirteenth streets nw.	Miss B. L. Pattison.
72	Monroe, James.....	Columbia road between Georgia and Sherman avenues nw.	H. W. Draper, 1321 Columbia road.
131	Petworth.....	Petworth.....	Miss M. W. Frank, 1003 Otis place nw.
57	Phelps, Seth L.....	Vermont avenue between T and U streets nw.	Miss F. S. Fairley, 109 Ridge road east.
146	Ross, John W.....	Harvard street between Eleventh and Thirteenth streets nw.	Miss K. H. Bevard, The Laclede, 1223 Vermont avenue.
118	Takoma.....	Takoma.....	Miss M. R. Macqueen, 1824 New Hampshire avenue nw.
101	Woodburn.....	Riggs and Blair roads.....	Miss H. E. King, Fifth and Columbia road nw.

FOURTH DIVISION.

Supervising principal, WALTER B. PATTERSON.

Office, Henry School; residence, 2016 Fifteenth street nw.

27	Abbot, George J....	Sixth street and New York avenue nw.	Miss Metella King, 1003 K street nw.
15	Franklin, Benjamin	Thirteenth and K streets nw.....	C. K. Finckel, 615 U street nw.
143	Gage, Nathaniel P..	Second street above U street nw.....	Miss M. E. Bond, 818 New Jersey avenue nw.
33	Henry, Joseph.....	P street between Sixth and Seventh streets nw.	Miss A. A. Chesney, 614 Q street nw.
44	Morse, Sainuel F. B.	R street between New Jersey avenue and Fifth street nw.	Miss S. E. White, 213 C street se.
86	Polk, James K.....	Seventh and P streets nw.....	Mrs. M. E. C. Walker, 1125 Eleventh street nw.
22	Seaton, William W.	I street between Second and Third streets nw.	Miss S. C. Collins, 623 I street nw.
29	Thomson, Strong John.	Twelfth street between K and L streets nw.	See Franklin.
45	Twining, W. J.....	Third street between N and O streets nw.	Miss M. I. Furnage.
51	Webster, Daniel....	Tenth and H streets nw.....	Miss S. B. Kent, 834 Thirteenth street nw.

FIFTH DIVISION.

Supervising principal, SELDEN M. ELY.

Office, Gales School; residence, 50 S street nw.

No. of building.	Name.	Location.	Name of principal.
70	Arthur, Chester A.	Arthur place nw.	Miss A. E. Loomis.
61	Blake, James H.	North Capitol street between K and L streets nw.	Miss F. M. Roach, 1826 North Capitol street.
103	Brookland.	Brookland.	Miss M. E. Little, 603 Massachusetts avenue nw.
58	Carbery, Thomas H.	Fifth street between D and F streets ne.	Miss A. M. Clayton, 15 U street nw.
116	Eckington.	First and Quincy streets ne.	Miss M. R. Lyddane, 453 Florida avenue nw.
133	Emery, Matthew G.	Lincoln avenue and Prospect street ne.	Miss Adelaide Davis, 213 C street se.
36	Gales, Joseph.	First and G streets nw.	Miss K. T. Brown, 1838 Calvert street nw.
108	Langdon.	Langdon.	Miss A. M. Sisson, 1804 First street nw.

SIXTH DIVISION.

Supervising principal, Miss FLORA L. HENDLEY.

Office, Ludlow School; residence, 1216 L street nw.

48	Benning, William.	Anacostia road between Benning road and F street ne.	Miss M. G. Young, 227 New Jersey avenue se.
50	Blair Francis P., sr.	I street between Sixth and Seventh streets ne.	Miss E. F. Goodwin, 1414 K street nw.
145	Blow, Henry T.	Nineteenth street and Benning road ne.	Miss F. B. Slater, 1803 Fourth street ne.
37	Hamilton, Alexander.	Bladensburg road.	Miss C. H. Pimper, 808 Nineteenth street nw.
107	Hayes, Rutherford B.	Fifth and K streets ne.	Miss E. M. Fisher, 1437 Irving street nw.
128	Kenilworth.	Kenilworth, D. C.	Mrs. E. A. Voorhees, Kenilworth, D. C.
142	Ludlow, William.	Southeast corner Sixth and G streets ne.	Miss E. C. Dyer, 1702 Ninth street nw.
71	Madison, James.	Tenth and G streets ne.	Miss M. J. Austin, 728 F street ne.
94	Pierce, Franklin.	G and Fourteenth streets ne.	Miss K. C. Babbington, 78 I street nw.
88	Taylor, Zachary.	Seventh street, near G street ne.	Miss G. S. Silvers, 910 L street nw.
121	Webb, William B.	Fifteenth and Rosedale streets ne.	Miss A. J. Bell, 1745 North Capitol street.
136	Wheatley, Samuel G.	Twelfth and N streets ne.	Miss M. B. Pearson, 1838 Calvert street nw.

SEVENTH DIVISION.

Supervising principal, EPHRAIM G. KIMBALL.

Office, Wallach School; residence, 1204 Massachusetts avenue nw.

46	Brent, Robert.	Third and D streets se.	Miss Lyda Dalton, 505 B street se.
120	Dent, Josiah.	Second street and South Carolina avenue se.	Miss A. E. Hopkins, 904 East Capitol street.
135	Edmonds, James B.	Ninth and D streets ne.	Miss M. A. McNantz, 126 Sixth street ne.
115	Hilton, Charles E.	Sixth street between B and C streets ne.	Miss J. M. Rawlings, 131 A street ne.
55	Maury, John W.	B street between Twelfth and Thirteenth streets ne.	Miss A. P. Stromberger, 1325 Massachusetts avenue se.
31	Peabody, George.	Fifth and C streets ne.	Miss M. A. Aukward, 128 D street se.
59	Towers, John T.	Eighth and C streets se.	Miss N. M. Mack, 503 A street se.
4	Wallach, Richard.	D street between Seventh and Eighth streets se.	Miss Anne Beers, 117 Fourth street se.

EIGHTH DIVISION.

Supervising principal, ISAAC FAIRBROTHER.

Office, Jefferson School; residence, 924 B street sw.

No. of building.	Name.	Location.	Name of principal.
42	Amidon, Margaret...	Sixth and F streets sw.....	Miss M. L. Smith, 48 V street nw.
123	Bowen, Sayles J....	Third and K streets sw.....	Miss A. B. Neumeyer, 417 Tenth street sw.
60	Bradley, William A.	Linworth place sw.....	Miss Annie Van Horn, 317 First street se.
105	Greenleaf, James....	Four-and-a-half street between M and N streets sw.	Miss S. E. Halley, 627 Seventh street sw.
23	Jefferson, Thomas...	Sixth and D streets sw.....	C. N. Thompson, Hamilton, Va.
17	Potomac.....	Twelfth street between Maryland avenue and E street sw.	Miss B. M. Price, 438 New Jersey avenue se.
64	Smallwood, Samuel N.	I street between Third and Four-and-a-half streets sw.	C. A. Johnson, 2011 S street nw.
150	Van Ness.....	Fourth and M streets se.....	Miss Lily Buehler, 326 Second street se.

NINTH DIVISION.

Supervising principal, HOSMER M. JOHNSON.

Office, Cranch School; residence, 1404 Emerson street nw.

96	Buchanan, James...	E street between Thirteenth and Fourteenth streets se.	Miss M. R. McCauslen, 710 East Capitol street.
111	Congress Heights...	Congress Heights.....	Miss O. A. Ebert, 808 Nineteenth street nw.
137	Cranch, William....	Twelfth and G streets se.....	Mrs. N. B. Crowell, 1323 Emerson street ne.
149	Ketcham, J. H.....	Adams road between Jackson and Harrison roads.	Miss G. A. Phillips, 149 R street ne.
67	Lenox, Walter.....	Fifth street between G street and Virginia avenue se.	H. F. Lowe, 215 Fifth street ne.
122	Orr, Benjamin G....	Twining City.....	Miss C. A. D. Luebker, The Sherman.
138	Stanton, Edwin L....	Hamilton road, Good Hope, D. C....	Miss C. I. Mathis, 808 A street se.
83	Tyler, John.....	Eleventh street between G and I streets se.	Mrs. M. J. Peabody, 725 Thirteenth street se.
87	Van Buren, Martin.	Jefferson street, Anacostia.....	Miss S. A. Langley, 311 Sixth street se.
38	Van Buren, Martin, Annex.	Washington street, Anacostia.....	

TENTH DIVISION.

Supervising principal, JOHN C. NALLE.

Office, Sumner School; residence, 1308 U street nw.

75	Briggs, Martha B...	E and Twenty-second streets nw....	Miss E. F. Wilson, 1715 Eighth street nw.
6	Chain Bridge Road.	Chain Bridge road.....	C. C. Bannister, 1907 Thirteenth street nw.
62	Magruder.....	M street between Sixteenth and Seventeenth streets nw.	See Sumner.
.....	Miner, Myrtilla.....	Seventeenth and Church street nw..	Miss K. U. Alexander, 1512 Pierce place nw.
140	Montgomery, Henry P.	Twenty-seventh street between I and K streets nw.	Miss F. S. Bruce, 1911 Eleventh street nw.
81	Phillips, Wendell...	N street between Twenty-seventh and Twenty-eighth streets nw.	Miss G. F. Smith, 1613 Church street nw.
139	Reno, Jesse Lee.....	Howard avenue, Fort Reno.....	Mrs. L. I. Hawkesworth, 500 U street nw.
97	Stevens, Thaddeus.	Twenty-first street between K and L streets nw.	Miss M. E. Gibbs, 1363 Irving street nw.
19	Sumner, Charles....	M and Seventeenth streets nw.....	Miss M. M. Orme, 1522 Pierce place nw.
89	Wilson, Henry.....	Seventeenth street between Euclid street and Kalorama road nw.	F. J. Cardozo, 1832 Thirteenth street nw.
49	Wormley, James, sr.	Prospect street between Thirty-third and Thirty-fourth streets nw.	Miss A. M. Mason, 2218 I street nw.

BOARD OF EDUCATION DISTRICT OF COLUMBIA.

ELEVENTH DIVISION.

Supervising principal, Miss MARION P. SHADD.

Office, Garnet School; residence, 2110 Fourteenth street nw.

No. of building.	Name.	Location.	Name of principal.
7	Brightwood.....	Near Rock Creek Ford road.....	Sec Military Road.
112	Bruce, Blanche K..	Marshall street between Georgia and Sherman avenues nw.	M. Grant Lucas, 529 Florida avenue nw.
47	Bunker Hill Road..	Bunker Hill road.....	Miss M. A. D. Madre, 1314 Eighth street nw.
30	Cook, John F., sr...	O street between Fourth and Fifth streets nw.	Miss S. C. Lewis, 41 Patterson street ne.
11	Fort Slocum.....	Blair road.....	J. Parker Gillem, 1620 O street nw.
34	Garnet, Henry H...	U and Tenth streets nw.....	Miss K. C. Lewis, 2439 Georgia avenue.
76	Garrison, William Lloyd.	Twelfth street between R and S streets nw.	Miss R. A. Boston, 1179 New Hampshire avenue nw.
132	Langston, John M..	P street between North Capitol and First streets nw.	Miss E. D. Barrier, 1706 Seventeenth street nw.
8	Military Road.....	Military road near Brightwood, D. C.	Miss M. E. Shorter, 1726 Eighth street nw.
40	Mott, Lucretia.....	Sixth and Trumbull streets nw.....	Miss M. L. Washington, 1127 Twenty-first street nw.
.....	Orphans' Home....	Eighth street extended.....	Miss N. A. Plummer, Hyattsville, Md.
93	Patterson, James W.	Vermont avenue, near U street nw..	A. P. Lewis, 2302 Sixth street nw.
80	Slater, John F.....	P street between North Capitol and First streets nw.	Miss A. E. Thompson, 217 L street nw.

TWELFTH DIVISION.

Supervising principal, WINFIELD S. MONTGOMERY.

Office, Simmons School; residence, 1912 Eleventh street nw.

39	Banneker, Benjamin.	Third street between K and L streets nw.	J. E. Walker, 1905 Fourth street nw.
91	Burrville.....	Burrville.....	J. C. Payne, 654 L street ne.
99	Douglass, Frederick.	First and Pierce streets nw.....	Miss H. A. Hebbbron, 1129 Twenty-fourth street nw.
100	Ivy City.....	Ivy City.....	J. W. Cromwell, 1439 Pierce place nw.
77	Jones, Alfred.....	L and First streets nw.....	Miss E. A. Chase, 1109 I street nw.
90	Logan, John A.....	Third and G streets ne.....	Mrs. M. E. Tucker, 413 B street se.
124	Lovejoy, Elijah P..	Twelfth and D streets ne.....	Miss M. A. Wheeler, 1034 New Jersey avenue nw.
98	Payne, Daniel A....	Fifteenth and C streets se.....	Miss M. L. Jordan, 2346 Sixth street nw.
134	Simmons, Abby S...	Pierce street, between First street and New Jersey avenue nw.	Miss L. G. Arnold, 419 Q street nw.
56	Smothers, Henry...	Benning road, corner Manning road ne.	D. I. Renfro, 1628 Fifth street nw.
24	Smothers, Henry, Annex.		

THIRTEENTH DIVISION.

Supervising principal, HENRY L. BAILEY.

Office, Lincoln School; residence, 1713 T street nw.

79	Ambush, Enoch....	L street between Sixth and Seventh streets sw.	A. V. Shorter, 1726 Eighth street nw.
78	Bell, George.....	First street between B and C streets sw.	J. E. Syphax, 1814 Riggs place nw.
127	Birney, James G....	Nichols avenue, Hillsdale.....	Miss F. J. Smith, 1524 Pierce place nw.
74	Birney, James G., Annex.		
109	Bowen, Anthony...	Ninth and E streets sw.....	Miss J. C. Grant, 1448 Pierce place nw.
148	Cardozo, Francis L., sr.	I street between Half and First streets sw.	Miss J. E. Page, 2003 Eleventh street nw.
106	Garfield, James A..	Garfield, D. C.	J. C. Bruce, Anacostia, D. C.
63	Giddings, Joshua R.	G street between Third and Fourth streets se.	Miss L. A. Smith, 1425 T street nw.
18	Lincoln, Abraham..	Second and C streets se.....	A. O. Stafford, 1213 S street nw.
28	Randall, Eliza G...	First and I streets sw.....	H. W. Lewis, 1225 Linden street ne.
126	Syphax, William...	Half street between N and O streets sw.	Miss A. V. Smith, 1213 S street nw.

HIGH SCHOOLS.

No. of building.	Name.	Location.	Name of principal.
43	Central High.....	O street between Sixth and Seventh streets nw.	Emory M. Wilson, 1416 S street nw.
85	Eastern High.....	Seventh street between Pennsylvania avenue and C street se.	Willard S. Small, 1340 Irving street nw.
117	Western High.....	Thirty-fifth and T streets nw.....	Miss E. C. Westcott, 1317 Riggs street nw.
144	Business High.....	Ninth street and Rhode Island avenue nw.	Allan Davis, 900 Eleventh street ne.
82	M Street High.....	M street between First street and New Jersey avenue nw.	W. T. S. Jackson, 1816 Sixteenth street nw.

WASHINGTON NORMAL SCHOOLS.

Name.	Location.	Name of principal.
Normal School No. 1...	Benjamin Franklin School building, Thirtieth and K streets nw.	Miss Anne M. Goding, 1419 R street nw.
Normal School No. 2...	Charles Sumner School building, Seventeenth and M streets nw.	Miss L. E. Moten, 728 Fourth street nw.

MANUAL TRAINING SCHOOLS.

No. of building.	Name.	Location.	Name of principal.
130	McKinley, William.	Rhode Island avenue, corner of Seventh street nw.	George E. Myers, 1223 Fifteenth street nw.
129	Armstrong, Samuel H.	P street between First and Third streets nw.	W. B. Evans, 1910 Vermont avenue nw.

DIRECTORS OF SPECIAL WORK.

Department.	Name.	Office.	Residence.
Primary work.....	Miss E. V. Brown.....	Franklin School.....	1357 Euclid street nw.
Music.....	Miss A. E. Bentley.....	do.....	1317 Riggs street nw.
Drawing.....	Miss Annie M. Wilson.....	1028 Twelfth street nw..	Kensington, Md.
Domestic science..	Miss E. S. Jacobs.....	607 O street nw.....	3509 Eleventh street nw.
Domestic art.....	Mrs. M. W. Cate.....	do.....	217 I street nw.
Physical training..	Miss Rebecca Stonerod..	Webster School.....	1330 Wallach street nw.
Kindergartens.....	Miss Catherine R. Watkins.	1028 Twelfth street nw..	1246 Tenth street nw.
Night schools.....	B. W. Murch.....	Dennison School.....	627 Florida avenue ne.

ASSISTANT DIRECTORS OF SPECIAL WORK.

Primary work.....	Miss E. F. G. Merritt.....	Garnet School.....	1630 Tenth street nw.
Music.....	John T. Layton.....	Sumner School.....	1722 Tenth street nw.
Drawing.....	Thomas W. Hunster.....	M Street High School..	1476 Irving street nw.
Manual training..	James H. Hill.....	Cook School.....	227 V street nw.
Domestic science..	Mrs. Julia W. Shaw.....	Garnet School.....	2024 Thirteenth street nw.
Domestic art.....	Miss A. D. Jones.....	Sumner School.....	315 T street nw.
Physical training..	Miss A. J. Turner.....	do.....	300 T street nw.
Kindergartens.....	Miss N. T. Jackson.....	Garnet School.....	318 M street nw.
Night schools.....	W. B. Evans.....	Armstrong School.....	1910 Vermont avenue nw.

ATTENDANCE OFFICERS.

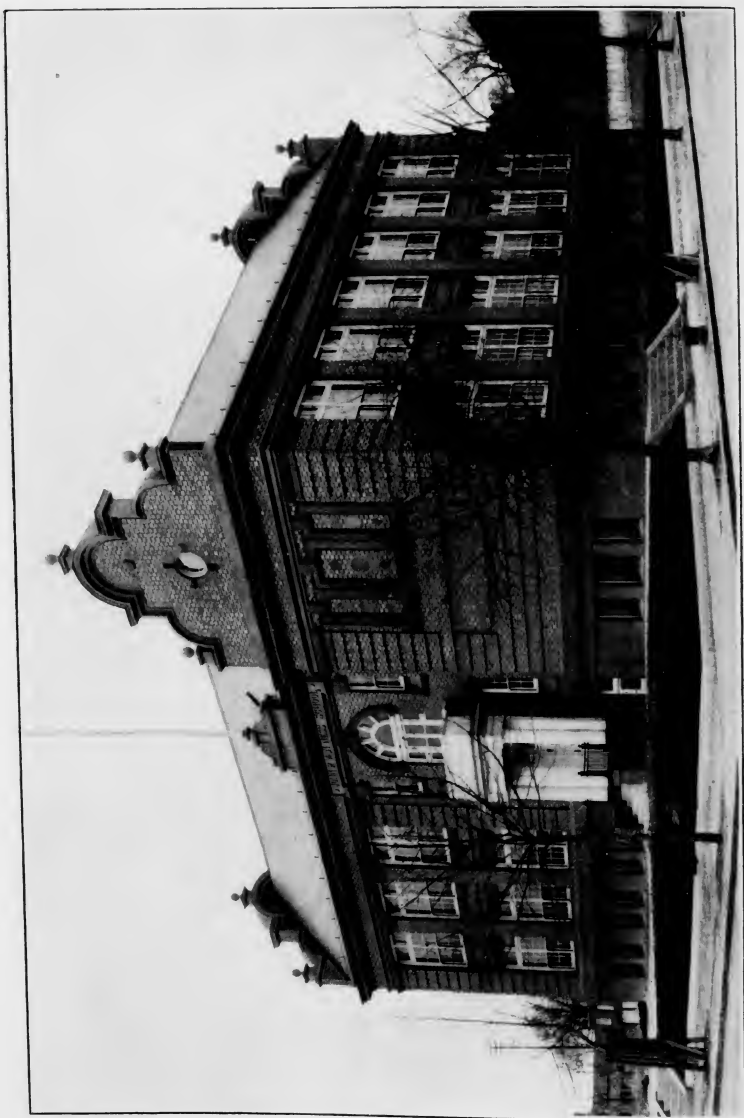
Attendance officer..	Mrs. Edna K. Bushee.....	Franklin School.....	943 Longfellow street.
Do.....	Mrs. Ida G. Richardson..	Sumner School.....	309 Eleventh street ne.

Superintendent of janitors, Hugh F. McQueeney; office, Franklin School; residence, Bladensburg road; telephone, Lincoln 1581.

LIBRARIANS AND CLERKS.

Department.	Name.	Office.
Teachers' library.....	Miss Mina Goetz, 2441 Columbia road.....	Franklin School.
Superintendent's office.....	Miss M. C. Hovermale, 1207 Sixth street nw	Do.
Assistant superintendent's office.....	Miss A. H. Birch, 1138 Twelfth street nw..	Do.
Office, supervisor of manual training..	Mrs. F. C. Baldwin, The Sherman.....	Do.
Custodian's office.....	Mrs. I. Simmons, 1459 Corcoran street nw.	Do.
Operator.....	Miss A. M. Simonton, 1855 Calvert street nw	Do.
Teachers' library.....	Miss Julia B. Brandon, 1503 Hamilton street.	Sumner School.
Assistant superintendent's office.....	J. Moria Saunders, Tenley, D. C.....	Franklin School.





THE JOHN P. VAN NESS SCHOOL.

REPORT OF SUPERINTENDENT STUART.

To the Board of Education of the District of Columbia.

LADIES AND GENTLEMEN: When elected to my present position on January 4, 1908, the school year was half spent, and I can therefore make report only upon the transactions of the latter part of a broken year.

I am able, however, to submit full and interesting summaries of work from the heads of all departments of the schools and such statistical matter as should accompany an annual report.

During practically the whole of the half year in which I have served as superintendent, the question of the need of the schools for more and better buildings, spaces for play and other strictly material equipments have formed the subject of an almost unintermitted newspaper discussion which had its origin primarily in the catastrophe of Collinwood, and in part in the issuance of the report of the schoolhouse commission, which was submitted to Congress February 27, 1908.

As the echoes of these discussions now die away it is a safe prophecy that the future schoolhouses of Washington will at least lack none of the essentials of safety from fire and panic, improved ventilation, abundant and properly arranged light, sanitary surroundings, and ampler playgrounds.

SCHOOL HYGIENE.

And this assured improvement in schoolhouse construction and sanitation serves to give emphasis to the dominance as an educational theme, of the supreme importance of attending to the physical well-being of the child during his school life.

Thorough and constant medical inspection of pupils, leading to the discovery of defects in eyesight, hearing, nutrition, and of other unsuspected physical ailments; careful training in personal hygiene, including instruction in the importance of air, proper food, cleanliness, and clothing as affecting health and ultimately as affecting the pupils' mental and moral status and efficiency—these for the time are taking precedence over abstract questions of educational theory and method. For do they not lie at the root of the highest mental and moral development? The segregation of atypical and backward pupils; the relentless warfare on the tuberculosis plague; the outdoor playground movement; the school garden and nature

study; organized physical-culture work in every grade, and the employment of the scientific method to reveal hidden relations between physical defects and stupid or vicious conduct in children, are phases of educational effort which are now important enough to engage the time and thought of specialists, and whose immediate bearing upon every practical problem of the schoolroom is so obvious that a teacher is only half equipped who does not realize how large a place they are to occupy in the school of to-morrow.

There is, therefore, no subject in the whole realm of school organization or administration, of the professional preparation of the teacher or of theory and methods, at all comparable just now in importance with this one of the physical basis of the education of the child as controlling his efficiency in after life.

A RETIREMENT LAW FOR TEACHERS.

In two radical changes in the law affecting the organization of the schools of the District of Columbia which have taken place within eight years, one feature of administration has been overlooked which, if enacted into law, would be directly contributory to increased efficiency in the teaching body—that is, a wisely drawn law for removing in a humane way from the service teachers whose usefulness has been impaired by advancing years and infirmities. Such a law is not urged as a measure of charity, but as a measure of practical economy, in that it removes from the service those who can no longer render a full equivalent of work for the salary paid them, as they were once able to do.

If such enfeebled or superannuated employees were promptly discharged from the service as soon as the onset of age began to impair their efficiency, there would be no need of a retirement law, inasmuch as the inexorable pruning process would go ruthlessly on lopping off the old and infirm. But to the credit of the board of education, be it said, they do not so reward the faithful services of veteran teachers. They retain them in their places long after their best work is done and after they have reached a period of life when they must in the nature of things become increasingly ineffective. To provide a plan by which such worthy public servants may be retired upon a small salary, part of which they themselves shall have contributed, and whose benefits they have richly earned, filling their places with young, progressive, and ambitious teachers, becomes a plain business proposition of a highly practical character.

It is a good business venture in that it secures cheerful and loyal service from employees, insures that tranquillity of mind so essential to success in teaching, and provides a constant inflow of youth, energy, and enthusiasm into the teaching body.

The practical value of such a retirement system has been recognized by such great business corporations as the Pennsylvania Railroad,

the Baltimore and Ohio, the Canadian Pacific, the Illinois Central, the Santa Fe, the Chicago and Northwestern, the Reading, the Union Pacific, the Southern Pacific, the International Harvester Company, and other great corporations.

I can think of no one measure of legislation that can with so inconsiderable an outlay give such permanent returns in the betterment of the quality of the service rendered by the teaching body.

Such a law, involving a trifling expenditure, would speedily retire the veteran teachers and make places in the higher ranks for the younger ones to whom promotion would otherwise be slow in coming.

I would emphasize the plea of Assistant Superintendent Hughes for industrial work in every high school as an ideal to be wrought out when the accommodations of the present academic schools shall have been adequately enlarged.

It is clearly wrong educationally to deny to the many children, who happen to choose the academic courses of secondary schools, all participation in manual employment. Particularly is this true of the girls whose grade course in domestic science, well begun in the seventh and eighth grades, suddenly ceases in the first year of the high school, and without sound reason.

Very respectfully,

A. T. STUART,
Superintendent of Schools.

STATISTICS.

Pupils enrolled:

First nine divisions.....	36,006
Tenth, eleventh, twelfth, and thirteenth divisions.....	17,379
Total.....	53,385
White pupils (male, 17,680; female, 18,326).....	36,006
Colored pupils (male, 7,712; female, 9,667).....	17,379
Total.....	53,385
Male pupils (white, 17,680; colored, 7,712).....	25,392
Female pupils (white, 18,326; colored, 9,667).....	27,993
Total.....	53,385

	Male.	Female.	Total.
Pupils in—			
Normal schools.....	7	235	242
High schools.....	1,214	2,424	3,638
Manual training schools.....	717	455	1,172
Grammar and primary schools.....	21,967	23,508	45,475
Ungraded schools.....	152	29	181
Kindergartens.....	1,335	1,342	2,677
Total.....	25,392	27,993	53,385

PER CENT OF TEACHERS.

The per cent of all teachers was: White—male, 5.56; female, 61.40; total, 66.96. Colored—male, 6.82; female, 26.22; total, 33.04; distributed as follows:

	White.			Colored.			Total.		
	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.
Normal schools.....		0.95	0.95	0.12	0.57	0.69	0.12	1.52	1.64
High schools.....	2.65	5.75	8.40	1.20	.70	1.90	3.85	6.45	10.30
Manual training schools.....	1.33	1.26	2.59	1.20	.76	1.96	2.53	2.02	4.55
Grammar schools.....	.63	19.08	19.71	.95	6.63	7.58	1.58	25.71	27.29
Primary schools.....	.06	25.08	25.14	2.15	13.14	15.29	2.21	38.22	40.43
Ungraded schools.....		.44	.44	.19	.19	.38	.19	.63	.82
Kindergartens.....		4.67	4.67		2.47	2.47		7.14	7.14
Primary instruction.....		.19	.19		.12	.12		.31	.31
Special departments.....	.89	3.98	4.87	1.01	1.64	2.65	1.90	5.62	7.52
Total.....	5.56	61.40	66.96	6.82	26.22	33.04	12.38	87.62	100.00

The per cent of white teachers was: Male, 8.30; female, 91.70; distributed as follows:

	Male.	Female.	Total.
Normal schools.....		1.42	1.42
High schools.....	3.96	8.58	12.54
Manual training schools.....	1.98	1.89	3.87
Grammar schools.....	.94	28.49	29.43
Primary schools.....	.10	37.45	37.55
Ungraded schools.....		.66	.66
Kindergartens.....		6.99	6.99
Primary instruction.....		.28	.28
Special departments.....	1.32	5.94	7.26
Total.....	8.30	91.70	100.00

The per cent of colored teachers was: Male, 20.65; female, 79.35; distributed as follows:

	Male.	Female.	Total.
Normal schools.....	0.38	1.72	2.10
High schools.....	3.63	2.10	5.73
Manual training schools.....	3.63	2.30	5.93
Grammar schools.....	2.87	20.08	22.95
Primary schools.....	6.50	39.77	46.27
Ungraded schools.....	.58	.88	1.46
Kindergartens.....		7.45	7.45
Primary instruction.....		.38	.38
Special departments.....	3.06	4.97	8.03
Total.....	20.65	79.35	100.00

ENROLLMENT.

The number of pupils enrolled was 53,385—36,006 white and 17,379 colored. This shows an increase of 646, or 1.21 per cent over the previous year.

The average enrollment was 46,088, or 1.07 per cent above that of the previous year.

The average number of pupils in daily attendance was 43,090.

There were employed 1,583 teachers, as follows:

	Male.	Female.	Total.
First nine divisions.....	88	972	1,060
Tenth, eleventh, twelfth, and thirteenth divisions.....	108	415	523
Total.....	196	1,387	1,583
White teachers.....	88	972	1,060
Colored teachers.....	108	415	523
Total.....	196	1,387	1,583

Teachers were distributed as follows:

	White.			Colored.			Total.		
	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.
Normal schools.....	42	15	15	2	9	11	2	24	26
High schools.....	21	91	133	19	11	30	61	102	163
Manual training schools.....	10	20	41	19	12	31	40	32	72
Grammar schools.....	1	302	312	15	105	120	25	407	432
Primary schools.....	1	397	398	34	208	242	35	605	640
Ungraded schools.....		7	7	3	3	6	3	10	13
Kindergartens.....		74	74		39	39		113	113
Director of primary instruction.....		1	1					1	1
Assistant director of primary instruction.....					1	1		1	1
Assistants in primary instruction.....		2	2		1	1		3	3
Music.....	1	10	11	3	4	7	4	14	18
Drawing.....		7	7		7	7		7	14
Physical training.....		8	8		4	5		12	13
Manual training in graded schools.....	13		13	5		5	18		18
Domestic science.....		16	16		7	7		23	23
Domestic art.....		22	22		11	11		33	33
Total.....	88	972	1,060	108	415	523	196	1,387	1,583

The day schools cost—

Officers.....	\$52,165.72
Teachers.....	1,314,555.50
Janitors and care of buildings and grounds.....	96,661.29
Clerks and librarians.....	10,155.00
Medical inspectors.....	5,833.36
Custodian of text-books and assistant.....	1,800.00
Fuel, gas, and electric light.....	83,506.31
Text-books and supplies for the first eight grades.....	52,399.54
Rent of buildings and rented rooms.....	15,267.50
Rent, equipment, and care for temporary rooms to provide for increased enrollment under compulsory education act.....	11,047.02

Furniture for new school buildings.....	\$6,935.75
Industrial instruction, including manual training, domestic science, and domestic art.....	19,908.67
Contingent expenses: Supplies, laboratory material, and printing.....	38,676.38
Contingent expenses: Books and periodicals.....	974.94
Kindergarten supplies.....	2,475.42
Public lectures.....	192.50
Equipment and maintenance of school playgrounds.....	1,500.00
Extension of telephone system.....	1,325.89
Purchase of pianos.....	1,000.00
Purchase of United States flags.....	999.79
Maintenance of school gardens.....	980.91
Expense of school building commission.....	789.47
Repairs to buildings and heating apparatus.....	69,862.01
Repairs to plumbing.....	49,887.30
New buildings and grounds.....	378,831.60
Total.....	2,217,731.87

The night schools cost—

Salaries of teachers.....	13,830.80
Salaries of supervising officers.....	744.50
Salaries of janitors.....	1,903.00
Contingent expenses.....	780.23
Miscellaneous expenses.....	512.06
Total.....	17,770.59
Grand total.....	^a 2,235,502.46

There were enrolled in the night schools 3,654, of whom 1,836 were white and 1,818 colored, who were taught by 95 teachers, 46 white and 49 colored. There were 33 male teachers, 12 white and 21 colored, and 62 female teachers, 34 white and 28 colored.

The night schools cost:

	Regular in- struction.	Commercial and indus- trial instruc- tion.	Total.
Director and assistant director.....	\$548.65	\$195.85	\$744.50
Teachers.....	10,077.87	3,752.93	13,830.80
Janitors.....	1,373.23	529.77	1,903.00
Contingent expenses.....	708.23		708.23
Miscellaneous expenses.....		512.06	512.06
Total.....	12,779.98	4,990.61	17,770.59

The night schools were in session eighty nights.

^a Includes all obligations paid to December 15, 1909.

School.	Whole enrollment.			Average enrollment.	Average attendance.	Per cent of attendance.	Nights open.	Teachers.
	Male.	Female.	Total.					
White.								
Business Night High.	201	135	336	203	144	71.2	66	9
Corcoran.	71	30	101	42	30	71.2	78	3
Franklin.	393	114	507	221	172	77.6	80	a 12
Gales.	192	35	227	128	98	75.7	80	6
Jefferson ^b	187	58	245	105	80	76.1	78	8
Wallach.	215	64	279	123	90	73.3	78	6
Total.	1,058	301	1,359	619	470	75.7	78.7	35
646 Massachusetts ave- nue n.e. ^c	28	28	21	13	62.9	26	}	1
	48	48	33	20	62.5	26		
	7	7	9	4	44.0	4		
212 H street nw. ^c	19	19	13	9	73.2	27	}	1
	39	39	25	18	69.7	27		
Total.	141	141	101	64	65.9	25.7		2
Total white.	1,259	577	1,836	923	678	74.4	71.1	46
Colored.								
Armstrong ^d	232	324	556	312	244	78.1	65	e 15
Birney.	55	59	114	99	73	73.3	43	3
Garfield.	34	39	73	48	40	83.9	77	2
Garnet ^b	114	162	276	205	185	90.2	79	7
Lovejoy.	57	119	176	98	82	83.8	64	3
Phillips.	29	42	71	61	49	79.4	30	3
Randall ^b	120	136	256	196	166	84.4	77	8
Stevens ^b	129	167	296	205	184	89.6	79	8
Total colored.	770	1,048	1,818	1,224	1,023	84.3	69.1	49
Grand total.	2,029	1,625	3,654	2,147	1,701	80.0	.....	95

a Includes director.

b Includes cooking class.

c Cooking classes.

d Includes manual training, cooking, sewing, and millinery departments.

e Includes assistant director.

The relative number of pupils enrolled in the different grades of schools as shown by the following:

	White.	Colored.
Normal schools.....	136	106
High schools.....	2,962	676
Manual training schools.....	728	444
Grammar schools.....	13,117	4,709
Primary schools.....	17,270	10,379
Ungraded schools.....	101	80
Kindergartens.....	1,692	985
Total.....	36,006	17,379
Per cent of the whole enrollment.....	67.45	32.55

The day schools were in session one hundred and seventy-seven days.

TABLE I.—Showing attendance and cost of white and colored schools.

	White.	Colored.	Total.
Whole enrollment:			
Normal schools.....	136	106	242
High schools.....	2,962	676	3,638
Manual-training schools.....	728	444	1,172
Grammar and primary schools.....	30,387	15,088	45,475
Ungraded schools.....	101	80	181
Kindergartens.....	1,692	985	2,677
Total.....	36,006	17,379	53,385
Increase for the year.....	750	(a)	646
Per cent of increase.....	2.08	(a)	1.21
Average enrollment:			
Normal schools.....	130	92	222
High schools.....	2,554	599	3,153
Manual-training schools.....	630	352	982
Grammar and primary schools.....	26,614	13,137	39,751
Ungraded schools.....	67	54	121
Kindergartens.....	1,172	687	1,859
Total.....	31,167	14,921	46,088
Increase for the year.....	420	74	494
Per cent of increase.....	1.34	.49	1.07
Average attendance:			
Normal schools.....	129	89	218
High schools.....	2,392	571	2,963
Manual-training schools.....	605	329	934
Grammar and primary schools.....	24,876	12,343	37,219
Ungraded schools.....	59	48	107
Kindergartens.....	1,023	626	1,649
Total.....	29,084	14,006	43,090
Increase for the year.....	286	(a)	261
Per cent of increase.....	.98	(a)	.60
Whole enrollment:			
Boys.....	17,680	18,326	36,006
Girls.....	7,712	9,667	17,379
Total.....	25,392	27,993	53,385
Whole enrollment in night schools.....	1,836	1,818	3,654
Grand total.....	27,228	29,811	57,039
School buildings: ^b			
Owned ^c	91	47	138
Rented.....	26	19	45
Total.....	117	66	183
Schoolrooms: ^b			
Owned ^c	708	325	1,033
Rented.....	57	32	89
Total.....	765	357	1,122
Session rooms.....	683	319	1,002
Number of teachers:			
Male.....	88	108	196
Female.....	972	415	1,387
Total.....	1,060	523	1,583
Night schools.....	46	49	95
Grand total.....	1,106	562	1,678
Cost of tuition per pupil, including supervision, based on the average enrollment.....	\$29.81	\$28.69	\$29.44
Cost per pupil for all expenses, except repairs and permanent improvements, based on the average enrollment.....			\$37.30

^a Decrease.^b Not including high schools, manual-training schools, repair shop, abandoned buildings Nos. 5, 13, and 35, and buildings Nos. 2, 10, and 12, razed to the ground.^c Including Industrial Home and Orphans' Home not owned by the schools.

TABLE II.—*Whole enrollment of pupils in the several kinds and grades of schools in the District of Columbia for the school year ending June 30, 1908.*

	White.	Colored.	Total.
Normal schools:			
Second year.....	58	34	92
First year.....	78	72	150
Total.....	136	106	242
High schools:			
Fourth year.....	293	102	395
Third year.....	452	120	572
Second year.....	952	148	1,100
First year.....	1,205	306	1,571
Total.....	2,962	676	3,638
Manual training schools:			
Fourth year.....	76	17	93
Third year.....	73	52	125
Second year.....	153	177	330
First year.....	426	198	624
Total.....	728	444	1,172
Grammar schools:			
Eighth grade.....	2,563	761	3,324
Seventh grade.....	2,963	986	3,949
Sixth grade.....	3,578	1,312	4,890
Fifth grade.....	4,013	1,650	5,663
Total.....	13,117	4,709	17,826
Primary schools:			
Fourth grade.....	4,268	2,012	6,280
Third grade.....	4,095	2,105	6,200
Second grade.....	4,332	2,787	7,119
First grade.....	4,575	3,475	8,050
Total.....	17,270	10,379	27,649
Ungraded schools.....	101	80	181
Kindergartens.....	1,692	985	2,677
Grand total.....	36,006	17,379	53,385

TABLE III.—*Whole enrollment of pupils, white and colored, boys and girls, in the District of Columbia, by grades, for the school year ending June 30, 1908.*

	Boys.	Girls.	Total.	Per cent.
Normal schools:				
Second year.....	2	90	92	0.17
First year.....	5	145	150	.28
High schools:				
Fourth year.....	124	271	395	.74
Third year.....	202	370	572	1.07
Second year.....	384	716	1,100	2.06
First year.....	504	1,067	1,571	2.94
Manual training schools:				
Fourth year.....	72	21	93	.17
Third year.....	81	44	125	.24
Second year.....	171	159	330	.62
First year.....	393	231	624	1.17
Grammar schools:				
Eighth grade.....	1,447	1,877	3,324	6.23
Seventh grade.....	1,737	2,212	3,949	7.39
Sixth grade.....	2,220	2,670	4,890	9.16
Fifth grade.....	2,643	3,020	5,663	10.61
Primary schools:				
Fourth grade.....	3,039	3,241	6,280	11.76
Third grade.....	3,045	3,155	6,200	11.61
Second grade.....	3,659	3,460	7,119	13.34
First grade.....	4,177	3,873	8,050	15.08
Ungraded schools.....	152	29	181	.34
Kindergartens.....	1,335	1,342	2,677	5.02
Total.....	25,392	27,993	53,385	100.00

TABLE III.—Whole enrollment of pupils, white and colored, boys and girls, in the District of Columbia, by grades, for the school year ending June 30, 1908—Continued.

	Boys.	Girls.	Total.	Per cent.
SUMMARY.				
Normal, high, and manual-training schools.....	1,938	3,114	5,052	9.46
Grammar schools.....	8,047	9,779	17,826	33.39
Primary schools.....	13,920	13,729	27,649	51.79
Ungraded schools.....	152	29	181	.34
Kindergartens.....	1,335	1,342	2,677	5.02
Total.....	25,392	27,993	53,385	100.00

The whole number of schools below the high school was as follows:

	White.	Colored.	Total.
Grammar schools:			
Eighth grade.....	72	24	96
Seventh grade.....	65	28	93
Sixth grade.....	85	31	116
Fifth grade.....	90	37	127
Total.....	312	120	432
Primary schools:			
Fourth grade.....	102	50	152
Third grade.....	97	50	147
Second grade.....	106	67	173
First grade.....	104	80	184
Total.....	409	247	656
Ungraded schools.....	6	6	12
Kindergartens.....	38	19	57
Grand total.....	765	392	1,157
Whole-day schools.....	511	220	731
Enforced half-day schools.....	^a 152	134	286
Not enforced half-day schools.....	68	19	87
Kindergartens.....	^b 34	19	53
Grand total.....	765	392	1,157

^a Includes four kindergartens which occupy rooms with first-grade schools.

^b See note a.

Number of enforced half-day schools above the second grade:
White, 5; colored, 6.

Showing enforced half-day schools in the District of Columbia.

	Half-day school.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
First division.....	12	8		
Second division.....	22	24		1
Third division.....	12	24		
Fourth division.....	24	26		
Fifth division.....	10	22		
Sixth division.....	12	10		
Seventh division.....	20	10		
Eighth division.....	26	12		2
Ninth division.....	14	16		2
Ungraded schools, divisions 1-9.....				
Tenth division.....	32	26		
Eleventh division.....	30	34		
Twelfth division.....	36	30		
Thirteenth division.....	36	32		6
Ungraded schools, divisions 10-13.....				
Total.....	286	274		11

The average number of pupils to the school, based on the whole enrollment, was as follows:

	White.	Colored.	Total.
High schools (to a teacher, excluding principal).....	23.1	23.3	23.1
Manual-training schools (to a teacher, excluding principal).....	18.6	14.8	16.9
Grammar schools:			
Eighth grade.....	35.5	31.7	33.5
Seventh grade.....	45.5	35.2	42.4
Sixth grade.....	42.0	42.3	42.1
Fifth grade.....	44.5	44.5	44.5
Primary schools:			
Fourth grade.....	41.8	40.2	41.2
Third grade.....	42.2	42.1	42.1
Second grade.....	40.8	41.5	41.1
First grade.....	43.9	43.4	43.7
Ungraded schools.....	16.8	13.3	15.0
Kindergartens.....	44.5	51.8	46.9

One thousand five hundred and eighty-three teachers were employed, as follows:

	White.			Colored.			Total.		
	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.
Normal school.....		15	15	2	9	11	2	24	26
High school.....	42	91	133	19	11	30	61	102	163
Manual training school.....	21	20	41	19	12	31	40	32	72
Total.....	63	126	189	40	32	72	103	158	261
Grammar schools:									
Eighth grade.....	9	63	72	7	17	24	16	80	96
Seventh grade.....		65	65	5	23	28	5	88	93
Sixth grade.....	1	84	85	2	29	31	3	113	116
Fifth grade.....		90	90	1	36	37	1	126	127
Total.....	10	302	312	15	105	120	25	407	432
Primary schools:									
Fourth grade.....	1	99	100	4	46	50	5	145	150
Third grade.....		95	95	10	39	49	10	134	144
Second grade.....		102	102	11	54	65	11	156	167
First grade.....		101	101	9	69	78	9	170	179
Total.....	1	397	398	34	208	242	35	605	640
Ungraded schools.....		7	7	3	3	6	3	10	13
Kindergartens.....		74	74		39	39		113	113
Director of primary instruction.....		1	1					1	1
Assistant director of primary instruction.....					1	1		1	1
Assistants.....		2	2		1	1		3	3
Total.....		3	3		2	2		5	5
Music.....	1	10	11	3	4	7	4	14	18
Drawing.....		7	7			7	7	7	14
Physical training.....		8	8	1	4	5	1	12	13
Manual training in graded schools.....	13		13	5		5	18		18
Domestic science.....		16	16		7	7		23	23
Domestic art.....		22	22		11	11		33	33
Total.....	14	63	77	16	26	42	30	89	119
Grand total.....	88	972	1,060	108	415	523	196	1,387	1,583

The cost of the office of the board of education, supervision, and teaching was as follows:

	White.	Colored.	Total.
Office of the board of education:			
1 secretary.....	\$1,844.56		\$1,844.56
1 clerk.....		\$1,400.00	1,400.00
2 clerks.....	2,000.00		2,000.00
2 stenographers.....	1,633.33		1,633.33
1 messenger.....		720.00	720.00
Total.....	5,477.89	2,120.00	7,597.89
Cost per pupil (estimated on average enrollment).....	.17	.14	.16
Attendance:			
2 attendance officers.....	1,363.33		1,363.33
1 attendance officer.....		600.00	600.00
Total.....	1,363.33	600.00	1,963.33
Cost per pupil (estimated on average enrollment).....	.04	.04	.04
Supervision:			
1 superintendent.....	4,917.00		4,917.00
1 assistant superintendent.....	3,000.00		3,000.00
1 assistant superintendent.....		3,000.00	3,000.00
1 director of intermediate instruction ^a	1,387.50		1,387.50
1 supervisor of manual training.....	2,300.00		2,300.00
9 supervising principals.....	20,700.00		20,700.00
3 supervising principals ^b		7,300.00	7,300.00
1 director of drawing.....	1,500.00		1,500.00
1 assistant director of drawing.....		1,350.00	1,350.00
1 director of music.....	1,600.00		1,600.00
1 assistant director of music.....		1,350.00	1,350.00
1 director of physical training.....	1,600.00		1,600.00
1 assistant director of physical training.....		1,350.00	1,350.00
1 director of domestic science.....	1,550.00		1,550.00
1 assistant director of domestic science.....		1,350.00	1,350.00
1 director of domestic art.....	1,550.00		1,550.00
1 assistant director of domestic art.....		1,350.00	1,350.00
1 director of primary instruction.....	1,850.00		1,850.00
1 assistant director of primary instruction.....		1,450.00	1,450.00
2 assistants in department of primary instruction.....	1,840.00		1,840.00
1 assistant in department of primary instruction.....		990.00	990.00
1 director of kindergartens.....	1,550.00		1,550.00
1 assistant director of kindergartens.....		1,300.00	1,300.00
Total.....	45,344.50	20,790.00	66,134.50
Cost per pupil (estimated on average enrollment).....	1.45	1.39	1.43
Tuition:			
Normal schools—			
1 principal.....	2,100.00		2,100.00
1 principal.....		2,100.00	2,100.00
5 normal training teachers.....	4,840.00		4,840.00
5 normal training teachers.....		5,413.34	5,413.34
6 normal practice teachers.....	6,800.00		6,800.00
3 normal practice teachers.....		3,400.00	3,400.00
1 kindergarten training teacher.....	1,000.00		1,000.00
1 kindergarten training teacher.....		1,200.00	1,200.00
2 kindergarten practice teachers.....	2,000.00		2,000.00
1 kindergarten practice teacher.....		900.00	900.00
Total.....	c 16,740.00	d 13,013.34	29,753.34
Cost per pupil (estimated on average enrollment).....	58.00	88.18	70.51
High schools—			
4 principals.....	8,400.00		8,400.00
1 principal.....		2,100.00	2,100.00
7 heads of departments.....	13,800.00		13,800.00
3 heads of departments.....		6,000.00	6,000.00
106 academic teachers.....	120,350.00		120,350.00
24 academic teachers.....		25,075.00	25,075.00
9 drawing teachers.....	8,250.00		8,250.00
1 drawing teacher.....		1,070.00	1,070.00
6 physical training teachers.....	5,858.00		5,858.00
1 military training teacher.....	875.00		875.00
1 military training teacher.....		650.00	650.00
Total.....	157,533.00	34,895.00	192,428.00
Cost per pupil (estimated on average enrollment).....	61.68	58.25	61.03

^a Vacant from January 4, to June 30, 1908.

^b One additional supervising principalship vacant during the whole year.

^c This includes the cost of teaching 12 practice schools and 2 kindergarten practice schools, \$9,200.

^d This includes the cost of teaching 5 practice schools and 1 kindergarten practice school, \$4,900.

	White.	Colored.	Total.
Tuition—Continued.			
Manual training schools—			
1 principal.....	\$2,100.00		\$2,100.00
1 principal.....		\$2,100.00	2,100.00
1 head of department.....	2,000.00		2,000.00
1 head of department.....		2,000.00	2,000.00
20 academic teachers.....	22,850.00		22,850.00
15 academic teachers.....		15,125.00	15,125.00
8 drawing teachers.....	7,655.00		7,655.00
4 drawing teachers.....		3,770.00	3,770.00
6 manual training teachers.....	6,130.00		6,130.00
4 manual training teachers.....		4,100.00	4,100.00
2 domestic science teachers.....	2,020.00		2,020.00
2 domestic science teachers.....		1,900.00	1,900.00
3 domestic art teachers.....	2,850.00		2,850.00
4 domestic art teachers.....		3,800.00	3,800.00
Total.....	45,605.00	32,795.00	78,400.00
Cost per pupil (estimated on average enrollment).....	72.38	93.16	79.83
Grammar schools—			
72 eighth, 65 seventh, 85 sixth, 90 fifth grade schools.....	281,245.14		281,245.14
For session rooms.....	9,360.00		9,360.00
24 eighth, 28 seventh, 31 sixth, 37 fifth grade schools.....		104,795.29	104,795.29
For session rooms.....		3,600.00	3,600.00
Total.....	290,605.14	108,395.29	399,000.43
Cost per pupil (estimated on average enrollment).....	25.46	26.49	25.76
Primary schools—			
102 fourth, 97 third, 106 second, 104 first grade schools.....	258,500.97		258,500.97
For session rooms.....	10,050.00		10,050.00
50 fourth, 50 third, 67 second, 80 first grade schools.....		157,143.25	157,143.25
For session rooms.....		5,400.00	5,400.00
Total.....	^a 268,550.97	^b 162,543.25	431,094.22
Cost per pupil (estimated on average enrollment).....	18.19	18.44	18.28
Special teachers in graded schools—			
10 music teachers, 6 drawing teachers, 7 teachers of physical training.....	17,818.00		17,818.00
6 music teachers, 6 drawing teachers, 4 teachers of physical training.....		12,795.00	12,795.00
Total.....	17,818.00	12,795.00	30,613.00
Cost per pupil (estimated on average enrollment).....	.66	.97	.77
Manual training in grade schools—			
Carpentry, 13; domestic science, 15; domestic art, 21.....	35,847.50		35,847.50
Carpentry, 5; domestic science, 6; domestic art, 10.....		15,022.50	15,022.50
Total.....	35,847.50	15,022.50	50,870.00
Cost per pupil (estimated on average enrollment).....	1.34	1.14	1.27
Ungraded schools—			
7 teachers.....	5,475.00		5,475.00
6 teachers.....		4,640.00	4,640.00
Total.....	5,475.00	4,640.00	10,115.00
Cost per pupil (estimated on average enrollment).....	81.71	85.92	83.59
Kindergartens—			
38 principals and 35 assistants.....	44,436.51		44,436.51
For session rooms.....	1,080.00		1,080.00
19 principals and 19 assistants.....		22,665.00	22,665.00
For session rooms.....		570.00	570.00
Total.....	^c 45,516.51	^d 23,235.00	68,751.51
Cost per pupil (estimated on average enrollment).....	39.86	34.67	37.40
Librarians and clerks:			
High schools—			
1 librarian.....	800.00		800.00
1 librarian.....		575.00	575.00
1 librarian clerk.....	800.00		800.00
3 clerks.....	1,767.50		1,767.50
1 clerk.....		500.00	500.00
Total.....	3,367.50	1,075.00	4,442.50
Cost per pupil (estimated on average enrollment).....	1.31	1.79	1.40

^a To be increased by the cost of teaching 12 practice schools, \$8,000.

^b To be increased by the cost of teaching 5 practice schools, \$4,300.

^c To be increased by the cost of teaching 2 kindergarten practice schools, \$1,200.

^d To be increased by the cost of teaching 1 kindergarten practice school, \$600.

	White.	Colored.	Total.
Librarians and clerks—Continued.			
Manual training schools—			
1 clerk.....	\$579.25		\$579.25
Total.....	579.25		579.25
Cost per pupil (estimated on average enrollment).....	.91		.58
Miscellaneous:			
1 librarian of teachers' library.....	980.00		980.00
1 librarian.....		\$522.50	522.50
5 clerks.....	3,080.75		3,080.75
1 clerk.....		550.00	550.00
Total.....	4,060.75	1,072.50	5,133.25
Cost per pupil (estimated on average enrollment).....	.13	.07	.11

SUMMARY.

Total cost of office of the board of education.....	\$7,597.89
Total cost of attendance officers.....	1,963.33
Total cost of instruction, including supervision.....	1,357,160.00
Whole number of pupils enrolled.....	53,385
Average number of pupils enrolled.....	46,088
Average number of pupils in daily attendance.....	43,090
Average cost of instruction, including supervision, estimated on—	
1. Whole enrollment.....	25.42
2. Average enrollment.....	29.44
3. Average attendance.....	31.49
Total cost of librarians and clerks.....	10,155.00
Total cost of custodian of books and assistant.....	1,800.00
Janitors, engineers and assistants, and caretakers of smaller buildings and rented rooms:	
Total amount expended.....	96,661.29
Medical inspectors:	
Total amount expended.....	5,833.36
Fuel, gas, electric light, and power:	
Total amount expended.....	83,506.31
Text-books and supplies for first eight grades:	
Total amount expended (excluding salaries).....	52,399.54
Average amount per pupil (based on amount, including salaries).....	1.19
Rent:	
Total amount expended.....	15,267.50
Rent, equipment, and care for temporary rooms for schools above the second grade:	
Total amount expended.....	11,047.02
Furniture for new buildings:	
Total amount expended.....	6,935.75
Industrial instruction:	
Total amount expended.....	19,908.67
Contingent expenses:	
Total amount expended—	
For supplies, laboratory material, and printing.....	\$38,676.38
For library books.....	974.94
Total amount per pupil (estimated on average enrollment).....	39,651.32
Kindergartens:	
Total amount expended (exclusive of salaries).....	2,475.42
Average amount per pupil (estimated on average enrollment).....	1.33
Public lectures:	
Total amount expended.....	192.50
School playgrounds:	
Total amount expended.....	1,500.00
Extending the telephone system:	
Total amount expended.....	1,325.89
Pianos:	
Total amount expended.....	1,000.00
Flags:	
Total amount expended.....	999.79

School gardens:

Total amount expended..... \$980.91

School building commission:

Total amount expended..... 789.47

SUMMARY.

Amount expended, grand total..... 1,719,150.96

Average cost per pupil (including all high, normal, and manual training schools) for all expenses except repairs and permanent improvements:

1. On whole enrollment..... 32.20
 2. On average enrollment..... 37.30
 3. On average attendance..... 39.89

Supervision.

1 superintendent..... 4,917.00
 1 assistant superintendent..... 3,000.00
 1 assistant superintendent *a*..... 3,000.00
 1 director of intermediate instruction..... 1,387.50
 1 supervisor of manual training..... 2,300.00
 9 supervising principals..... 20,700.00
 3 supervising principals *a*..... 7,300.00
 1 director of drawing..... 1,500.00
 1 assistant director of drawing *a*..... 1,350.00
 1 director of music..... 1,600.00
 1 assistant director of music *a*..... 1,350.00
 1 director of physical training..... 1,600.00
 1 assistant director of physical training *a*..... 1,350.00
 1 director of domestic science..... 1,550.00
 1 assistant director of domestic science *a*..... 1,350.00
 1 director of domestic art..... 1,550.00
 1 assistant director of domestic art *a*..... 1,350.00
 1 director of primary instruction..... 1,850.00
 1 assistant director of primary instruction *a*..... 1,450.00
 2 assistants in department of primary instruction..... 1,840.00
 1 assistant in department of primary instruction..... 990.00
 1 director of kindergartens..... 1,550.00
 1 assistant director of kindergartens *a*..... 1,300.00
 Total..... 66,134.50
 Cost per pupil (estimated on average enrollment)..... 1.43

NORMAL SCHOOLS

	No. 1.	No. 2. ^a	Total.
Number of teachers trained.....	136	106	242
Average attendance.....	129	89	218
Number of teachers employed.....	15	11	26
Average salary.....	\$1,116.00	\$1,183.03	\$1,144.35

HIGH SCHOOLS.

	Central.	Eastern.	Western.	Business.	Total (white).	M Street. (a)	Grand total.
Number of pupils enrolled (boys, 1,214; girls, 2,424).....	1,122	388	561	891	2,962	675	3,638
Average enrollment.....	1,000	353	467	734	2,554	599	3,153
Average attendance.....	930	332	433	697	2,392	571	2,963
Per cent of attendance.....	93.5	93.9	94.0	94.9	94.1	95.3	94.3
Average number of cases of tardiness per month.....	226.8	165.4	141.5	167.7	701.4	96.7	798.1
Number of teachers employed.....	48	22	25	38	133	30	163
Average salary paid.....	\$1,246.35	\$1,158.63	\$1,198.71	\$1,111.84	\$1,184.45	\$1,163.16	\$1,180.53
Cost of tuition per pupil (estimated on average enrollment).....	\$59.82	\$72.20	\$64.17	\$57.56	\$61.68	\$58.25	\$61.03

^a Colored.

MANUAL TRAINING SCHOOLS.

	McKinley.	Armstrong. ^a	Total.
Number of pupils enrolled (boys, 717; girls, 455)	728	444	1,172
Average enrollment	630	352	982
Average attendance	605	329	934
Per cent of attendance	95.5	93.4	94.7
Average number of cases of tardiness per month	197.7	26.1	223.8
Number of teachers employed	41	31	72
Average salary paid	\$1,112.31	\$1,057.90	\$1,088.88
Cost of tuition per pupil (estimated on average enrollment)	\$72.38	\$93.16	\$79.83

^a Colored.

GRAMMAR AND PRIMARY SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled	30,387	15,088	45,475
Average enrollment	26,614	13,137	39,751
Average attendance	24,876	12,343	37,219
Per cent of attendance	93.5	94.4	93.8
Average number of cases of tardiness per month	3,059.0	909.8	3,968.8
Number of pupils dismissed	0	1	1
Number of corporal punishments	33	8	41
Number of teachers employed	710	362	1,072
Average salary paid	\$787.54	\$748.44	\$774.34
Average number of pupils to teacher (estimated on average enrollment)	37.4	36.5	37.0
Cost of tuition per pupil (estimated on average enrollment)	^a \$25.46	^a \$26.49	\$25.76

^a With increased cost of teaching practice schools.

UNGRADED SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled	101	80	181
Average enrollment	67	54	121
Average attendance	59	48	107
Per cent of attendance	84.4	91.5	90.1
Average number of cases of tardiness per month	28.4	3.7	32.1
Number of pupils dismissed	1	0	1
Number of corporal punishments	8	10	18
Number of teachers employed	7	6	13
Average salary paid			
Average number of pupils to teacher (estimated on average enrollment)	9.5	9.0	9.3
Cost of tuition per pupil (estimated on average enrollment)	\$81.71	\$85.92	\$83.59

KINDERGARTENS.

	White.	Colored.	Total.
Number of pupils enrolled	1,692	985	2,677
Average enrollment	1,172	687	1,859
Average attendance	1,023	626	1,649
Per cent of attendance	86.4	91.1	88.5
Average number of cases of tardiness per month	133.2	48.3	181.5
Number of teachers employed	74	39	113
Average salary paid	\$615.08	\$595.76	\$608.42
Average number of pupils to the teacher (estimated on average enrollment)	15.8	17.6	16.4
Cost of tuition per pupil (estimated on average enrollment)	\$39.86	\$34.67	\$37.40

SPECIAL TEACHERS.

	White.	Colored.	Total.
Music	11	7	18
Drawing	7	7	14
Physical training	8	5	13
Average salary paid:			
Music	\$723.00	\$717.50	\$721.13
Drawing	684.28	652.50	668.39
Physical training	633.75	641.00	636.53
Average cost per pupil for special tuition (estimated on average enrollment) . . . . .	.66	.97	.77

TEACHERS OF MANUAL TRAINING.^a

	White.	Colored.	Total.
Carpentry.....	13	5	18
Domestic science.....	16	7	23
Domestic art.....	22	11	33
Average salary paid:			
Carpentry.....	\$787.61	\$770.00	\$788.33
Domestic science.....	721.56	631.64	694.24
Domestic art.....	634.65	613.63	627.65
Average cost per pupil for manual training (estimated on average enrollment).....	1.34	1.14	1.27

^a For grade schools.

NIGHT SCHOOLS.

	White.	Colored.	Total.
Number of night schools were open.....	80	80	80
Whole number of pupils enrolled.....	1,836	1,818	3,654
Average number of pupils enrolled.....	923	1,224	2,147
Average number of pupils in attendance.....	678	1,023	1,701
Per cent of attendance.....	74.4	84.3	80.0
Number of teachers, including principals and directors.....	46	49	95
Average salary paid.....			^a \$163.80
Cost of tuition per pupil (estimated on average enrollment).....			\$7.32

^a Does not include director and assistant director.TABLE IV¹.—Whole enrollment of white pupils in the District of Columbia, by grades, for the school year ending June 30, 1908.

	Boys.	Girls.	Total.	Per cent.
Normal school:				
Second year.....		58	58	0.16
First year.....		78	78	.22
High schools:				
Fourth year.....	97	196	293	.81
Third year.....	169	283	451	1.27
Second year.....	335	617	952	2.64
First year.....	439	826	1,265	3.51
Manual training school:				
Fourth year.....	66	10	76	.21
Third year.....	56	17	73	.20
Second year.....	120	33	153	.43
First year.....	329	97	426	1.18
Grammar schools:				
Eighth grade.....	1,150	1,413	2,563	7.12
Seventh grade.....	1,361	1,602	2,963	8.23
Sixth grade.....	1,686	1,892	3,578	9.94
Fifth grade.....	1,962	2,051	4,013	11.14
Primary schools:				
Fourth grade.....	2,132	2,136	4,268	11.85
Third grade.....	2,092	2,003	4,095	11.37
Second grade.....	2,315	2,017	4,332	12.03
First grade.....	2,417	2,158	4,575	12.71
Ungraded schools.....	89	12	101	.28
Kindergartens.....	865	827	1,692	4.70
Grand total.....	17,680	18,326	36,006	100.00
SUMMARY.				
Normal, high, and manual training schools.....	1,611	2,215	3,826	10.63
Grammar schools.....	6,159	6,958	13,117	36.43
Primary schools.....	8,956	8,314	17,270	47.96
Ungraded schools.....	89	12	101	.28
Kindergartens.....	865	827	1,692	4.70
Grand total.....	17,680	18,326	36,006	100.00

TABLE IV².—Whole enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1908.

	Boys.	Girls.	Total.	Per cent.
Normal school:				
Second year.....	2	32	34	0.20
First year.....	5	67	72	.41
High schools:				
Fourth year.....	27	75	102	.59
Third year.....	33	87	120	.69
Second year.....	49	99	148	.85
First year.....	65	241	306	1.76
Manual training school:				
Fourth year.....	6	11	17	.10
Third year.....	25	27	52	.30
Second year.....	51	126	177	1.02
First year.....	64	134	198	1.14
Grammar schools:				
Eighth grade.....	297	464	761	4.38
Seventh grade.....	376	610	986	5.67
Sixth grade.....	534	778	1,312	7.55
Fifth grade.....	681	969	1,650	9.49
Primary schools:				
Fourth grade.....	907	1,105	2,012	11.58
Third grade.....	953	1,152	2,105	12.11
Second grade.....	1,344	1,443	2,787	16.04
First grade.....	1,760	1,715	3,475	19.99
Ungraded.....	63	17	80	.46
Kindergartens.....	470	515	985	5.67
Grand total.....	7,712	9,667	17,379	100.00
SUMMARY.				
Normal, high, and manual training schools.....	327	899	1,226	7.06
Grammar schools.....	1,888	2,821	4,709	27.09
Primary schools.....	4,964	5,415	10,379	59.72
Ungraded schools.....	63	17	80	.46
Kindergartens.....	470	515	985	5.67
Grand total.....	7,712	9,667	17,379	100.00

Owned and rented school buildings used by the schools during the school year ending June 30, 1908.

Division.	Buildings. ^a								
	Owned.			Rented.			Total.		
	Used for grades and kindergartens.	Used for manual training, etc.	Total.	Used for grades and kindergartens.	Used for manual training, etc.	Total.	Used for grades and kindergartens.	Used for manual training, etc.	Total.
WHITE.									
First division.....	^b 11	1	12	1	1	2	12	2	14
Second division.....	10	2	12	1	1	2	11	3	14
Third division.....	9	.....	9	2	4	6	11	4	15
Fourth division.....	10	.....	10	2	6	8	12	6	18
Fifth division.....	9	.....	9	1	1	2	10	1	11
Sixth division.....	12	.....	12	.....	1	1	12	1	13
Seventh division.....	8	1	9	.....	2	2	8	3	11
Eighth division.....	8	.....	8	.....	1	1	8	1	9
Ninth division.....	10	.....	10	2	.....	2	12	.....	12
Total.....	87	4	91	9	17	26	96	21	117
COLORED.									
Tenth division.....	10	.....	10	3	3	6	13	3	16
Eleventh division.....	^c 13	.....	13	3	.....	3	16	.....	16
Twelfth division.....	12	.....	12	5	.....	5	17	.....	17
Thirteenth division.....	10	2	12	4	1	5	14	3	17
Total.....	45	2	47	15	4	19	60	6	66
Grand total.....	132	6	138	24	21	45	156	27	183

^a Not including 5 high schools, 2 manual training schools, repair shop, and abandoned buildings.

^b Including Industrial Home not owned by the schools.

^c Including Orphans' Home not owned by the schools.

Owned and rented school buildings used by the schools during the school year ending June 30, 1908—Continued.

Division.	Rooms. ^a								
	Owned.			Rented.			Total.		
	Used for grades and kindergartens.	Used for manual training, etc.	Total.	Used for grades and kindergartens.	Used for manual training, etc.	Total.	Used for grades and kindergartens.	Used for manual training, etc.	Total.
WHITE.									
First division.....	b 69	6	75	3	3	6	72	9	81
Second division.....	88	7	95	1	1	1	89	7	96
Third division.....	62	2	64	3	4	7	65	6	71
Fourth division.....	91	9	100	3	26	29	94	35	129
Fifth division.....	74	—	74	1	1	2	75	1	76
Sixth division.....	82	2	84	—	1	1	82	3	85
Seventh division.....	74	4	78	—	5	5	74	9	83
Eighth division.....	62	6	68	—	1	1	62	7	69
Ninth division.....	66	4	70	5	—	5	71	4	75
Total.....	668	40	708	16	41	57	684	81	765
COLORED.									
Tenth division.....	c 75	8	83	12	3	15	87	11	98
Eleventh division.....	73	10	83	3	—	3	76	10	86
Twelfth division.....	74	2	76	5	2	7	79	4	83
Thirteenth division....	75	8	83	4	3	7	79	11	90
Total.....	297	28	325	24	8	32	321	36	357
Grand total.....	965	68	1,033	40	49	89	1,005	117	1,122

^a Not including 5 high schools, 2 manual-training schools, repair shop, and abandoned buildings.

^b Including Industrial Home not owned by the schools.

^c Including Orphans' Home, not owned by the schools.

Text-books and supplies for the first eight grades.

	Quantity.	Cost.
BOOKS.		
Algebra, Wentworth's New School.....	158	\$141.54
Arithmetic:		
Brooks's Mental.....	500	112.00
Milne's Elements of.....	903	216.72
Milne's Standard.....	2,126	1,105.52
Smith's Advanced.....	7,164	2,277.30
Smith's Elementary.....	453	128.84
Copy book, the medial system:		
Book III.....	6,440	249.85
Book IV.....	6,060	235.27
Book V.....	4,880	189.33
Dictionary:		
Webster's High School.....	108	84.60
Worcester's Comprehensive.....	408	368.90
Geography:		
Adams's Elementary Commercial.....	96	84.32
Redway and Hinman's Natural Introductory.....	1,735	808.95
Redway and Hinman's Natural School.....	1,498	1,461.36
Grammar and language:		
Buehler's Modern English Grammar.....	1,063	507.58
Harris and Gilbert's Guide Book II.....	4,639	1,990.43
Maxwell-Smith's Writing in English.....	60	36.00
History:		
Mace's School.....	279	219.71
Montgomery's Beginners.....	600	288.00
Montgomery's Elementary.....	4,700	2,802.38
Montgomery's Leading Facts.....	240	192.00
Turpin's Short Stories.....	960	316.80
Literature:		
Baker and Carpenter Language Reader Series: Book II.....	3,660	906.25
Baldwin's Fifty Famous Stories Retold.....	650	179.73
Baldwin's Thirty More Famous Stories Retold.....	650	256.75
Brooks's Primer.....	2,000	480.00
Bryant's Sella Thanatopsis.....	2,313	459.19

Text-books and supplies for the first eight grades—Continued.

	Quantity.	Cost.
BOOKS—continued.		
Literature—Continued.		
Grover's Art and Literature Primer.....	1,000	\$250.00
Hall and Brumbaugh's Primer.....	500	140.00
Heath's Home and School Classics—		
Brown's Rab and His Friends.....	585	93.60
Ewing's Jackanapis.....	585	93.60
Ewing's Story of a Short Life.....	585	93.60
Jordan's True Tales of Birds and Beasts.....	585	187.20
Mulock's The Little Lame Prince.....	585	140.00
Perrault's Tales of Mother Goose.....	1,000	170.00
Thackeray's The Rose and The Ring.....	585	117.00
Warren's Stories from English History.....	585	304.20
Lakeside Classics No. 46, Ainsworth & Co.....	600	71.00
Macmillan's Pocket American and English Classics—		
Hawthorne's Wonder Book.....	585	121.38
Chamberlain's How We Are Fed.....	585	194.51
Chamberlain's How We Are Sheltered.....	585	194.51
Chamberlain's How We Are Clothed.....	585	194.51
McMurry's Robinson Crusoe.....	650	190.67
Maynard and Merrill's—		
Classic Fables.....	297	69.30
Ouida's Story of a Nurnburg Stove.....	585	97.01
Old Greek Stories, American Book Co.....	10	3.60
Riverside Literature Series—		
Hans Andersen's Stories Nos. 49 and 50.....	279	89.28
Christmas Carol, Dickens.....	60	21.60
Legend of Sleepy Hollow, A Hunting of the Deer, and Snow Bound, in 1 volume, linen.....	204	81.60
Miles Standish.....	204	24.48
Sharp's A Watcher in the Woods.....	585	409.50
Standard Literature Series, University Publishing Co.—		
Merchant of Venice.....	2,000	320.00
Dickens's Tale of Two Cities.....	2,000	480.00
Modern Music Series, Smith's:		
Primer.....	2,101	435.96
First grade.....	2,130	530.72
Second grade.....	1,200	399.00
Third grade.....	225	93.56
Music readers:		
Bentley's Song Primer.....	1,400	364.00
Laurel Song Reader.....	1,730	860.43
Physiology:		
Conn's Elementary.....	2,470	932.41
Jenkins's Primary Lessons.....	3,299	811.16
Readers:		
Arnold's Primer.....	990	246.67
Stepping Stones to Literature—		
First reader.....	802	197.16
Second reader.....	1,703	560.57
Third reader.....	1,527	629.89
Fourth reader.....	324	160.65
Heath's Third Reader.....	300	108.00
Merrill's Graded Literature—		
First reader.....	1,975	390.06
Second reader.....	2,389	753.35
Third reader.....	1,749	625.27
Fourth reader.....	1,272	504.56
Fifth reader.....	468	185.64
Sixth reader.....	135	53.55
Spellers:		
Felter and Eginton's Twentieth Century.....	3,238	389.32
Merrill's Word and Sentence Book.....	5,040	995.40
Word Analysis, Swinton's (old edition).....	249	57.48
Total.....		30,536.33
SUPPLIES.		
Blackboard pointers.....dozen.....	25	45.00
Blackboard rubbers.....do.....	500	375.00
Blocks.....do.....	50,000	45.00
Cardboard, 22 by 28:		
Gray.....sheets.....	10,000	107.00
Green.....do.....	2,000	25.80
Clay, light gray, modeling.....barrels.....	178	169.10
Crayons, chalk.....gross.....	6,600	594.00
Crayons:		
Dixon's solid.....boxes.....	240	90.00
Dixon's No. 1529.....do.....	500	57.50
Compasses, Eagle No. 576.....dozen.....	200	118.00

Text-books and supplies for the first eight grades—Continued.

	Quantity.	Cost.
SUPPLIES—continued.		
Drawing tablets, 6 by 9.....	19,922	\$178.90
Dumb-bells.....pairs..	96	15.36
Dumb-bell holders.....do..	96	11.52
Envelopes, manila:		
2 by 8½ inches.....	9,600	23.44
4½ by 9½ inches.....	9,600	24.00
3½ by 6½ inches.....	9,600	4.51
Ink, black.....quarts..	4,000	560.00
Glue, Le Page's.....half-pint cans..	372	68.82
Measures:		
Dry.....sets..	5	6.88
Liquid.....do..	5	1.95
Mucilage, Carter's.....pints..	500	140.00
Paint brushes, camel's hair, No. —.....gross..	150	450.00
Paint boxes, Prang's No. 1, complete.....boxes..	888	106.56
Paints.....cakes..	28,024	420.36
Paper:		
Blocks.....	90,995	2,875.44
Composition, No. 1.....packages..	21,480	1,031.03
Composition, No. 2.....do..	13,879	666.20
Composition, No. 3.....do..	41,146	1,975.01
Drawing, 9 by 11 inches.....reams..	1,198½	529.73
Examination.....do..	3,435	2,713.65
Practice.....packages..	33,030	1,191.04
Paste, Sanford's Utopian, 16-ounce jars.....dozen..	25	87.00
Pencils:		
Drawing, Dixon's A. G. S. M.....gross..	600	1,028.88
Student's Metropolitan No. 2.....do..	1,672	2,867.14
Penholders, Eagle, No. 1407.....do..	275	226.33
Pens, Eagle, No. 640.....do..	6,000	1,140.00
Raffia:		
Colored.....pounds..	100	28.00
Natural.....do..	200	16.80
Raffia needles, No. 15.....papers..	24	1.84
Rubbers, small, Dixon's Economic, No. 60.....pounds..	600	352.80
Rulers, plain edge.....dozen..	950	199.50
Scissors.....pairs..	1,320	81.40
Splints.....bundles..	800	72.00
Squares, Prang's, 5 by 5 by 7 inches.....dozen..	50	37.50
Wands, 3 feet by ½ inch.....dozen..	150	13.50
Wand racks.....	2	3.50
Total.....		20,776.49
ADDITIONAL EXPENSES.		
Salary of custodian.....		1,200.00
Salary of assistant custodian.....		600.00
Hauling.....		1,009.50
Total.....		2,809.50
Grand total.....		\$ 54,122.32

^a Does not include \$72.37 spent after this report was made.

The whole number of pupils enrolled in the eight grades that were supplied with books was 45,475, making the cost per pupil for all books, supplies, and miscellaneous expenses \$1.19, and the cost for books alone \$0.671.

The cost of books was distributed as follows:

Grade.	Pupils.	Total cost.	Average cost per pupil.
First.....	8,050	\$2,034.96	\$0.253
Second.....	7,119	2,071.29	.291
Third.....	6,200	1,829.13	.295
Fourth.....	6,280	4,257.13	.678
Fifth.....	5,663	3,167.56	.559
Sixth.....	4,890	8,272.76	1.692
Seventh.....	3,949	3,028.34	.767
Eighth.....	3,324	5,875.16	1.767
Total.....	45,475	30,536.33	.671

The cost of supplies, and miscellaneous items was distributed as follows:

Grade.	Pupils.	Total cost.	Average cost per pupil.
First.....	8,050	\$4,085.72	\$0.507
Second.....	7,119	3,215.71	.451
Third.....	6,200	3,245.40	.523
Fourth.....	6,280	3,429.72	.546
Fifth.....	5,663	2,969.95	.524
Sixth.....	4,890	2,613.30	.534
Seventh.....	3,949	2,129.63	.539
Eighth.....	3,324	1,896.56	.570
Total.....	45,475	23,585.99	.519

The cost of books, supplies, and miscellaneous items was distributed as follows:

Grade.	Pupils.	Total cost.	Average cost per pupil.
First.....	8,050	\$6,120.68	\$0.760
Second.....	7,119	5,287.00	.742
Third.....	6,200	5,074.53	.818
Fourth.....	6,280	7,686.85	1.224
Fifth.....	5,663	6,137.51	1.083
Sixth.....	4,890	10,886.06	2.226
Seventh.....	3,949	5,157.97	1.306
Eighth.....	3,324	7,771.72	2.337
Total.....	45,475	^a 54,122.32	1.190

^a See note, page 37.

Cost of text-books, by grades, for each year.

Year.	Pupils.	Total cost.	Average cost per pupil.	Year.	Pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.				FIFTH GRADE.			
1892.....	8,005	\$3,954.95	\$0.494	1893.....	4,657	\$6,684.67	\$1.533
1893.....	8,076	134.84	.017	1894.....	4,602	346.50	.075
1894.....	8,446	501.36	.059	1895.....	4,538	2,255.35	.497
1895.....	8,148	744.94	.091	1896.....	4,404	909.88	.207
1896.....	8,472	985.45	.116	1897.....	4,656	2,992.28	.643
1897.....	8,475	768.39	.091	1898.....	4,743	1,925.77	.406
1898.....	8,949	1,797.21	.201	1899.....	4,809	2,767.70	.575
1899.....	8,849	.....	.....	1900.....	4,881	4,727.75	.968
1900.....	8,849	366.17	.041	1901.....	4,903	4,565.64	.931
1901.....	9,036	1,640.34	.181	1902.....	5,043	5,580.29	1.107
1902.....	9,415	2,032.33	.215	1903.....	5,114	5,335.15	1.043
1903.....	9,063	2,379.33	.263	1904.....	5,399	2,556.61	.473
1904.....	9,126	1,496.00	.163	1905.....	5,500	3,844.46	.692
1905.....	9,313	881.95	.095	1906.....	5,602	4,317.31	.771
1906.....	8,950	657.90	.074	1907.....	5,601	2,688.03	.479
1907.....	9,198	1,337.96	.146	1908.....	5,663	3,167.56	.559
1908.....	8,050	2,034.96	.253				
SECOND GRADE.				SIXTH GRADE.			
1892.....	5,814	1,793.70	.308	1893.....	3,548	12,796.60	3.606
1893.....	5,904	48.65	.008	1894.....	3,598	768.74	.216
1894.....	6,014	498.28	.082	1895.....	3,945	1,334.56	.338
1895.....	5,921	1,221.36	.206	1896.....	3,900	5,961.83	1.528
1896.....	6,099	1,287.34	.211	1897.....	3,767	2,891.50	.767
1897.....	6,196	1,736.20	.280	1898.....	4,021	5,303.16	1.327
1898.....	6,472	2,518.52	.389	1899.....	3,991	4,471.57	1.120
1899.....	6,310	612.50	.097	1900.....	4,028	3,509.00	.871
1900.....	6,067	1,657.48	.273	1901.....	4,095	4,902.26	1.197
1901.....	6,336	2,638.47	.416	1902.....	4,166	2,959.38	.710
1902.....	6,558	2,565.45	.391	1903.....	4,257	4,136.60	.972
1903.....	6,656	2,166.82	.326	1904.....	4,167	5,662.66	1.359
1904.....	6,517	2,443.21	.375	1905.....	4,400	4,454.25	1.012
1905.....	6,737	1,929.92	.286	1906.....	4,656	4,447.38	.965
1906.....	6,706	3,396.31	.506	1907.....	4,668	5,873.78	1.258
1907.....	6,717	2,170.53	.323	1908.....	4,890	8,272.76	1.692
1908.....	7,119	2,071.29	.291				
THIRD GRADE.				SEVENTH GRADE.			
1892.....	5,390	4,209.92	.781	1894.....	2,986	14,108.90	4.725
1893.....	5,223	207.24	.040	1895.....	3,145	2,300.78	.744
1894.....	5,153	507.56	.098	1896.....	3,199	3,145.02	.983
1895.....	5,608	3,767.94	.672	1897.....	3,179	2,656.13	.835
1896.....	5,687	1,421.96	.250	1898.....	3,163	2,223.31	.703
1897.....	5,808	1,097.78	.189	1899.....	3,272	3,160.31	.966
1898.....	5,761	1,608.65	.279	1900.....	3,322	2,403.11	.723
1899.....	6,053	1,727.46	.285	1901.....	3,291	3,914.36	1.189
1900.....	6,130	2,245.35	.366	1902.....	3,224	3,326.73	1.032
1901.....	5,906	2,616.99	.443	1903.....	3,298	3,629.28	1.100
1902.....	6,024	3,030.04	.503	1904.....	3,521	3,999.56	1.136
1903.....	6,183	2,388.91	.386	1905.....	3,494	3,368.49	.964
1904.....	6,313	3,561.53	.564	1906.....	3,689	2,919.75	.791
1905.....	6,400	2,116.41	.331	1907.....	3,827	2,253.64	.589
1906.....	6,479	3,168.59	.489	1908.....	3,949	3,028.34	.767
1907.....	6,359	3,332.94	.524				
1908.....	6,200	1,829.13	.295				
FOURTH GRADE.				EIGHTH GRADE.			
1892.....	4,877	7,670.16	1.573	1894.....	2,570	13,143.70	5.114
1893.....	5,011	249.87	.049	1895.....	2,685	1,663.81	.608
1894.....	4,776	489.27	.102	1896.....	2,658	2,094.15	.787
1895.....	4,725	1,301.34	.275	1897.....	2,731	2,588.38	.948
1896.....	5,055	1,673.12	.330	1898.....	2,892	1,093.26	.378
1897.....	5,150	3,738.42	.726	1899.....	2,747	1,584.53	.576
1898.....	5,426	2,802.37	.516	1900.....	2,863	1,959.47	.688
1899.....	5,375	2,685.84	.500	1901.....	2,888	3,636.12	1.258
1900.....	5,510	2,850.00	.517	1902.....	2,904	2,871.09	.989
1901.....	5,819	7,009.18	1.204	1903.....	2,988	7,627.68	2.553
1902.....	5,745	4,553.35	.792	1904.....	2,950	3,325.61	1.127
1903.....	5,751	2,609.34	.454	1905.....	3,071	4,700.65	1.531
1904.....	5,980	2,544.82	.425	1906.....	3,192	1,609.99	.504
1905.....	6,102	3,575.33	.586	1907.....	3,136	2,328.15	.742
1906.....	6,092	4,962.17	.814	1908.....	3,324	5,875.16	1.767
1907.....	6,233	3,917.51	.628				
1908.....	6,280	4,257.13	.678				

Cost of supplies and of miscellaneous expenses, by grades, for each year.

Year.	Pupils.	Total cost.	Average cost per pupil.	Year.	Pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.				FIFTH GRADE.			
1892.....	8,005	\$1,793.00	\$0.224	1893.....	4,657	\$3,150.83	\$0.724
1893.....	8,076	2,029.03	.251	1894.....	4,602	2,691.37	.585
1894.....	8,446	2,674.81	.316	1895.....	4,358	1,711.28	.377
1895.....	8,148	2,719.07	.334	1896.....	4,404	2,098.34	.476
1896.....	8,472	3,269.48	.386	1897.....	4,656	2,172.37	.466
1897.....	8,475	3,121.56	.368	1898.....	4,743	2,191.88	.462
1898.....	8,949	3,776.29	.422	1899.....	4,809	2,928.54	.609
1899.....	8,849	4,261.17	.481	1900.....	4,881	2,557.75	.524
1900.....	8,849	4,758.20	.537	1901.....	4,903	1,710.89	.349
1901.....	9,036	2,105.60	.233	1902.....	5,043	2,391.48	.475
1902.....	9,415	3,163.77	.336	1903.....	5,114	2,755.67	.539
1903.....	9,063	4,378.24	.483	1904.....	5,399	3,867.20	.714
1904.....	9,126	4,877.31	.534	1905.....	5,500	3,972.93	.716
1905.....	9,313	4,112.84	.441	1906.....	5,602	3,431.49	.612
1906.....	8,950	5,062.99	.565	1907.....	5,601	3,962.72	.708
1907.....	9,198	5,007.47	.544	1908.....	5,663	2,969.95	.524
1908.....	8,050	4,085.72	.507				
SECOND GRADE.				SIXTH GRADE.			
1892.....	5,814	1,591.31	.274	1893.....	3,548	2,610.85	.726
1893.....	5,904	1,834.51	.310	1894.....	3,598	2,154.05	.599
1894.....	6,014	2,239.98	.372	1895.....	3,945	1,471.81	.373
1895.....	5,921	1,839.62	.311	1896.....	3,900	1,842.87	.472
1896.....	6,099	3,453.64	.564	1897.....	3,767	1,884.28	.500
1897.....	6,196	3,597.07	.580	1898.....	4,021	1,887.44	.469
1898.....	6,472	3,873.82	.598	1899.....	3,991	2,451.56	.614
1899.....	6,310	3,984.07	.631	1900.....	4,028	2,110.93	.524
1900.....	6,667	3,635.79	.599	1901.....	4,095	1,608.47	.392
1901.....	6,336	1,090.16	.267	1902.....	4,166	2,295.31	.551
1902.....	6,558	2,173.47	.331	1903.....	4,257	2,462.81	.578
1903.....	6,656	3,455.59	.519	1904.....	4,167	2,968.28	.712
1904.....	6,517	3,889.03	.596	1905.....	4,400	3,149.65	.716
1905.....	6,737	3,843.59	.571	1906.....	4,656	2,933.53	.630
1906.....	6,706	3,406.99	.508	1907.....	4,668	3,373.67	.722
1907.....	6,717	4,387.81	.653	1908.....	4,890	2,613.30	.534
1908.....	7,119	3,215.71	.451				
THIRD GRADE.				SEVENTH GRADE.			
1892.....	5,390	2,270.45	.421	1894.....	2,986	1,630.04	.546
1893.....	5,233	2,348.59	.449	1895.....	3,145	1,435.01	.464
1894.....	5,153	2,143.84	.416	1896.....	3,199	1,196.98	.374
1895.....	5,608	2,135.95	.381	1897.....	3,179	1,607.24	.505
1896.....	5,687	2,435.14	.428	1898.....	3,163	1,703.72	.538
1897.....	5,808	2,639.84	.454	1899.....	3,272	1,951.14	.596
1898.....	5,761	2,993.87	.519	1900.....	3,322	1,770.57	.532
1899.....	6,053	3,210.27	.530	1901.....	3,291	1,168.03	.355
1900.....	6,130	4,276.47	.697	1902.....	3,224	1,549.66	.480
1901.....	5,906	3,473.12	.588	1903.....	3,298	1,809.72	.549
1902.....	6,024	3,356.49	.557	1904.....	3,521	2,544.98	.722
1903.....	6,183	3,700.34	.598	1905.....	3,494	2,527.05	.723
1904.....	6,313	3,177.34	.503	1906.....	3,689	2,354.04	.638
1905.....	6,400	4,418.81	.690	1907.....	3,827	2,715.52	.709
1906.....	6,479	3,657.83	.564	1908.....	3,949	2,129.63	.539
1907.....	6,359	3,753.44	.590				
1908.....	6,200	3,245.40	.523				
FOURTH GRADE.				EIGHTH GRADE.			
1892.....	4,877	1,495.03	.306	1894.....	2,570	1,451.17	.564
1893.....	5,011	2,299.37	.459	1895.....	2,685	1,834.04	.670
1894.....	4,776	1,971.71	.413	1896.....	2,658	1,135.38	.427
1895.....	4,725	1,877.66	.398	1897.....	2,731	1,269.66	.465
1896.....	5,055	1,946.77	.385	1898.....	2,892	1,581.80	.547
1897.....	5,150	3,102.39	.602	1899.....	2,747	1,625.79	.592
1898.....	5,426	2,683.08	.494	1900.....	2,863	1,520.05	.530
1899.....	5,375	2,850.76	.530	1901.....	2,888	1,024.19	.354
1900.....	5,500	2,151.91	.390	1902.....	2,904	1,643.33	.565
1901.....	5,819	1,275.23	.219	1903.....	2,988	1,721.37	.576
1902.....	5,745	1,406.10	.255	1904.....	2,950	2,251.75	.763
1903.....	5,751	1,928.53	.335	1905.....	3,071	2,422.70	.789
1904.....	5,980	3,208.99	.537	1906.....	3,192	2,169.99	.680
1905.....	6,102	3,171.93	.520	1907.....	3,136	2,400.12	.765
1906.....	6,092	3,599.84	.591	1908.....	3,324	1,896.56	.570
1907.....	6,233	4,325.96	.694				
1908.....	6,280	3,429.72	.546				

Cost of all text-books and supplies, including miscellaneous expenses, by grades, for each year.

Year.	Pupils.	Total cost.	Average cost per pupil.	Year.	Pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.				FIFTH GRADE.			
1892.....	8,005	\$5,748.33	\$0.718	1893.....	4,657	\$9,835.50	\$2.257
1893.....	8,076	2,163.90	.268	1894.....	4,602	3,037.87	.660
1894.....	8,446	3,175.17	.375	1895.....	4,538	3,966.63	.874
1895.....	8,148	3,404.01	.425	1896.....	4,404	3,008.22	.681
1896.....	8,472	4,254.93	.502	1897.....	4,656	5,165.65	1.109
1897.....	8,475	3,889.95	.459	1898.....	4,743	4,117.65	.868
1898.....	8,949	5,573.50	.623	1899.....	4,809	5,696.24	1.184
1899.....	8,849	4,261.17	.481	1900.....	4,881	7,285.50	1.492
1900.....	8,849	5,124.37	.578	1901.....	4,903	6,276.53	1.280
1901.....	9,036	3,745.94	.414	1902.....	5,043	7,971.77	1.582
1902.....	9,415	5,196.10	.551	1903.....	5,114	8,090.82	1.582
1903.....	9,063	6,757.57	.746	1904.....	5,399	6,423.81	1.189
1904.....	9,126	6,373.31	.697	1905.....	5,550	7,817.39	1.408
1905.....	9,313	4,994.79	.536	1906.....	5,602	7,748.80	1.383
1906.....	8,950	5,720.89	.639	1907.....	5,601	6,650.75	1.187
1907.....	9,198	6,345.43	.690	1908.....	5,663	6,137.51	1.083
1908.....	8,050	6,120.68	.700				
SECOND GRADE.				SIXTH GRADE.			
1892.....	5,814	3,385.01	.582	1893.....	3,548	15,407.45	4.342
1893.....	5,904	1,883.16	.318	1894.....	3,598	2,922.79	.815
1894.....	6,014	2,738.26	.455	1895.....	3,945	2,806.37	.711
1895.....	5,921	3,060.98	.517	1896.....	3,900	7,804.70	2.001
1896.....	6,099	4,740.98	.779	1897.....	3,767	4,775.78	1.267
1897.....	6,196	5,333.27	.859	1898.....	4,021	7,223.02	1.796
1898.....	6,472	6,392.34	.987	1899.....	3,991	6,923.13	1.734
1899.....	6,310	4,596.57	.728	1900.....	4,028	5,619.93	1.395
1900.....	6,067	5,293.27	.872	1901.....	4,095	6,510.73	1.589
1901.....	6,336	4,328.63	.683	1902.....	4,166	5,254.69	1.261
1902.....	6,558	4,738.92	.722	1903.....	4,257	6,599.41	1.550
1903.....	6,656	5,622.41	.845	1904.....	4,167	8,630.94	2.071
1904.....	6,517	6,332.24	.971	1905.....	4,400	7,603.90	1.728
1905.....	6,737	5,773.51	.857	1906.....	4,656	7,380.91	1.585
1906.....	6,706	6,803.30	1.014	1907.....	4,668	9,247.45	1.980
1907.....	6,717	6,558.34	.976	1908.....	4,890	10,886.06	2.226
1908.....	7,119	5,287.00	.742				
THIRD GRADE.				SEVENTH GRADE.			
1892.....	5,390	6,480.37	1.202	1894.....	2,986	15,738.94	5.271
1893.....	5,223	2,555.83	.489	1895.....	3,145	3,735.79	1.208
1894.....	5,153	2,651.40	.514	1896.....	3,199	4,342.00	1.357
1895.....	5,608	5,903.89	1.053	1897.....	3,179	4,263.37	1.341
1896.....	5,087	3,857.10	.678	1898.....	3,272	5,111.45	1.562
1897.....	5,808	3,737.62	.643	1900.....	3,322	4,173.68	1.255
1898.....	5,761	4,602.52	.798	1901.....	3,291	5,082.39	1.544
1899.....	6,053	4,937.73	.815	1902.....	3,224	4,876.39	1.512
1900.....	6,130	6,521.82	1.063	1903.....	3,298	5,439.00	1.649
1901.....	5,906	6,089.11	1.031	1904.....	3,521	6,544.54	1.858
1902.....	6,024	6,386.53	1.060	1905.....	3,493	5,895.54	1.687
1903.....	6,183	6,089.25	.984	1906.....	3,689	5,273.79	1.429
1904.....	6,313	6,738.87	1.067	1907.....	3,827	4,969.16	1.298
1905.....	6,400	6,535.22	1.021	1908.....	3,949	5,157.97	1.306
1906.....	6,479	6,826.42	1.053				
1907.....	6,359	7,086.38	1.114	EIGHTH GRADE.			
1908.....	6,200	5,074.53	.818	1894.....	2,570	14,594.87	5.678
FOURTH GRADE.				1895.....	2,685	3,497.87	1.274
1892.....	4,877	9,165.19	1.879	1896.....	2,658	3,229.53	1.211
1893.....	5,011	2,549.24	.508	1897.....	2,731	3,858.04	1.412
1894.....	4,776	2,460.98	.515	1898.....	2,892	2,675.06	.925
1895.....	4,725	3,179.00	.673	1899.....	2,747	3,210.32	1.168
1896.....	5,055	3,619.89	.716	1900.....	2,863	3,479.52	1.218
1897.....	5,150	6,840.81	1.328	1901.....	2,888	4,660.31	1.613
1898.....	5,426	5,485.45	1.010	1902.....	2,904	4,514.42	1.554
1899.....	5,375	5,536.40	1.030	1903.....	2,988	9,349.06	3.129
1900.....	5,510	5,001.91	.907	1904.....	2,950	5,577.36	1.890
1901.....	5,819	8,285.41	1.423	1905.....	3,071	7,123.35	2.320
1902.....	5,745	6,019.45	1.047	1906.....	3,192	3,779.98	1.184
1903.....	5,751	4,537.87	.789	1907.....	3,136	4,728.27	1.507
1904.....	5,980	5,753.81	.962	1908.....	3,324	7,771.72	2.337
1905.....	6,102	6,747.26	1.106				
1906.....	6,092	8,562.01	1.405				
1907.....	6,233	8,243.47	1.322				
1908.....	6,280	7,686.85	1.224				

TABLE V.—*Growth of the schools since the year 1880.*

School year ending June 30—	Average number of pupils enrolled.					
	First nine divisions.		Tenth-thirteenth divisions.		Total.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.
1880.....	15,027		6,573		21,600	
1881.....	15,494	3.10	6,567	^a 0.09	22,061	2.13
1882.....	16,063	3.60	6,763	2.98	22,826	3.46
1883.....	16,524	2.80	7,070	4.53	23,594	3.36
1884.....	16,642	.71	7,225	2.19	23,867	1.11
1885.....	17,468	4.90	7,689	6.42	25,157	5.40
1886.....	18,720	7.10	8,191	6.52	26,911	6.97
1887.....	19,285	3.00	8,448	3.13	27,733	3.05
1888.....	19,762	2.40	8,791	4.06	28,553	2.95
1889.....	20,477	3.60	9,088	3.37	29,565	3.54
1890.....	21,077	2.90	9,289	2.21	30,366	2.70
1891.....	21,599	2.60	9,702	4.25	31,301	3.07
1892.....	22,264	3.00	9,942	2.47	32,206	2.89
1893.....	22,395	.59	10,097	1.56	32,492	.89
1894.....	23,483	4.85	10,141	.43	33,624	3.48
1895.....	23,798	1.32	10,046	^a .94	33,844	.65
1896.....	24,347	2.26	10,296	2.48	34,643	2.36
1897.....	25,261	3.75	10,420	1.20	35,681	2.99
1898.....	26,243	3.88	10,578	1.51	36,821	3.19
1899.....	26,742	1.90	10,171	^a 3.84	36,913	.25
1900.....	27,637	3.34	10,474	2.97	38,111	3.24
1901.....	28,741	3.99	10,660	1.77	39,401	3.38
1902.....	29,648	3.15	11,010	3.29	40,658	3.19
1903.....	29,846	.66	10,959	^a .46	40,805	.36
1904.....	30,653	2.70	11,477	4.71	42,130	3.24
1905.....	^b 29,566	^a 3.54	^c 13,844	^c 20.62	43,410	3.03
1906.....	30,064	1.68	13,921	.55	43,985	1.32
1907.....	30,747	2.27	14,847	6.65	45,594	3.65
1908.....	31,167	1.34	14,921	.49	46,088	1.07

^a Decrease.^b Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.^c See note ^b.

TABLE VI.—Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since 1880.

School year ending June 30—	Average enrollment.						Teachers.	
	First nine divisions.		Tenth-thirteenth divisions.		Total.		Whole number employed.	Increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.		
1880.....	15,072	.....	6,573	.....	21,600	.....	434	.....
1881.....	15,494	3.10	6,567	^a 0.09	22,061	2.13	461	27
1882.....	16,063	3.60	6,763	2.98	22,826	3.46	485	24
1883.....	16,524	2.80	7,070	4.53	23,594	3.36	505	20
1884.....	16,642	.71	7,225	2.19	23,867	1.11	525	20
1885.....	17,468	4.90	7,689	6.42	25,157	5.40	555	30
1886.....	18,720	7.10	8,191	6.52	26,911	6.97	595	40
1887.....	19,285	3.00	8,448	3.13	27,733	3.05	620	25
1888.....	19,762	2.40	8,791	4.06	28,553	2.95	654	34
1889.....	20,477	3.60	9,088	3.37	29,565	3.54	693	39
1890.....	21,077	2.90	9,289	2.21	30,366	2.70	745	52
1891.....	21,599	2.60	9,702	4.25	31,301	3.07	795	50
1892.....	22,264	3.00	9,942	2.47	32,206	2.89	845	50
1893.....	22,395	.59	10,097	1.56	32,492	.89	895	50
1894.....	23,483	4.85	10,141	.43	33,624	3.48	942	47
1895.....	23,798	1.32	10,046	^a .94	33,844	.65	991	49
1896.....	24,347	2.26	10,296	2.48	34,643	2.36	1,031	40
1897.....	25,261	3.75	10,420	1.20	35,681	2.99	1,071	40
1898.....	26,243	3.88	10,578	1.51	36,821	3.19	1,107	36
1899.....	26,742	1.90	10,171	^a 3.84	36,913	.25	^b 1,159	52
1900.....	27,637	3.34	10,474	2.97	38,111	3.24	^b 1,226	67
1901.....	28,741	3.99	10,660	1.77	39,401	3.38	^b 1,283	57
1902.....	29,648	3.15	11,010	3.29	40,658	3.19	^b 1,323	40
1903.....	29,846	.66	10,959	^a .46	40,805	.36	^b 1,371	48
1904.....	30,653	2.70	11,477	4.71	42,130	3.24	^b 1,425	54
1905.....	^c 29,566	^a 3.54	^d 13,844	^d 20.62	43,410	3.03	^b 1,478	53
1906.....	30,064	1.68	13,921	.55	43,985	1.32	^b 1,536	58
1907.....	30,747	2.27	14,847	6.65	45,594	3.65	^b 1,575	39
1908.....	31,167	1.34	14,921	.49	46,088	1.07	^c 1,583	40

^a Decrease.^b Includes kindergarten teachers.^c Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.^d See note c.^e Thirty-two officers, librarians, and clerks, counted as teachers for 1906-7, and who were afterwards specifically eliminated as such, make a net increase of 40 teachers for 1907-8.

TABLE VII.—Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.

School year ending June 30—	Average enrollment.		Teachers.		Cost (excluding rent and permanent improvements).		
	Total.	Per cent of increase.	Number employed.	Increase.	Per pupil (based on average enrollment).	Aggregate amount.	Per cent of increase.
1880.....	21,600	.....	434	.....	\$16.95	\$366,199.51	.....
1881.....	22,061	2.13	461	27	17.28	381,314.19	4.12
1882.....	22,826	3.46	485	24	17.44	398,254.54	4.44
1883.....	23,594	3.36	505	20	17.78	419,594.60	5.35
1884.....	23,867	1.11	525	20	18.22	435,032.79	3.67
1885.....	25,157	5.40	555	30	18.66	469,550.51	7.93
1886.....	26,911	6.97	595	40	17.76	477,993.67	1.79
1887.....	27,733	3.05	620	25	19.11	509,194.01	6.52
1888.....	28,553	2.95	654	34	19.11	545,717.71	7.17
1889.....	29,565	3.54	693	39	20.11	594,774.73	8.98
1890.....	30,366	2.70	745	52	21.58	655,310.08	10.17
1891.....	31,301	3.07	795	50	21.44	671,124.08	2.41
1892.....	32,206	2.89	845	50	22.49	724,521.93	7.95
1893.....	32,492	.89	895	50	23.93	776,616.53	7.19
1894.....	33,624	3.48	942	47	24.56	825,992.84	6.36
1895.....	33,844	.65	991	49	24.78	838,757.00	1.54
1896.....	34,643	2.36	1,031	40	25.23	882,273.18	5.18
1897.....	35,681	2.99	1,074	40	26.03	913,505.79	3.56
1898.....	36,821	3.19	1,107	36	26.07	959,804.34	5.05
1899.....	36,913	.25	a 1,159	52	27.13	988,415.26	2.98
1900.....	38,111	3.24	a 1,226	67	27.87	1,062,174.74	7.46
1901.....	39,401	3.38	a 1,283	57	27.70	1,091,527.38	5.75
1902.....	40,658	3.19	a 1,323	40	29.68	1,206,742.17	10.55
1903.....	40,805	.36	a 1,371	48	29.39	1,199,209.61	(b)
1904.....	42,130	3.24	a 1,425	54	30.71	c 1,293,912.44	16.22
1905.....	43,410	5.03	a 1,478	53	31.61	c 1,372,490.82	6.07
1906.....	43,985	1.32	a 1,536	58	32.94	c 1,449,211.93	5.58
1907.....	45,594	3.65	a 1,575	39	35.11	1,601,084.15	10.47
1908.....	46,088	1.07	d 1,583	40	36.78	1,695,269.48	5.88

a Includes kindergarten teachers.

b Decrease.

c Includes deficiency appropriations.

d See note c, Table VI, p. 43.

TABLE VIII.—*Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since 1880.*

School year ending June 30—	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvements).		
	First nine divisions.		Tenth-thirteenth divisions.		Total.		Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent of increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.					
1880	18,378		8,061		26,439		434		\$13.85	\$366,199.51	
1881..	19,153	a. 21	8,146	1.05	27,299	3.25	461	27	13.96	381,314.19	4.12
1882..	19,031	a. 63	8,289	1.75	27,320	.07	485	24	14.57	398,254.54	4.44
1883..	19,836	4.22	8,710	5.07	28,546	4.48	505	20	14.69	419,594.60	5.35
1884..	21,221	6.98	9,167	5.24	30,388	6.45	525	20	14.31	435,032.79	3.67
1885..	21,267	.21	9,598	4.70	30,865	1.56	555	30	15.21	469,550.51	7.93
1886..	22,198	4.37	10,138	5.62	32,336	4.76	595	40	14.78	477,993.67	1.79
1887..	23,073	3.94	10,345	2.04	33,418	3.34	620	25	15.23	509,194.01	6.52
1888..	23,810	3.19	11,040	6.71	34,850	4.28	654	34	15.65	545,717.71	7.17
1889..	24,594	3.29	11,170	1.17	35,764	2.62	693	39	16.62	594,774.73	8.98
1890..	25,468	3.55	11,438	2.39	36,906	3.19	745	52	17.75	655,310.08	10.17
1891..	26,254	3.47	12,132	6.07	38,386	4.01	795	50	17.48	671,124.08	2.41
1892..	27,398	3.96	12,280	1.21	39,678	3.36	845	50	18.26	724,521.93	7.95
1893..	27,435	.14	12,329	.39	39,764	.22	895	50	19.53	776,616.53	7.19
1894..	28,445	3.68	12,333	a. 78	40,678	2.29	942	47	20.30	825,992.84	6.36
1895..	29,078	2.22	12,479	2.01	41,557	2.16	991	49	20.18	838,757.60	1.54
1896..	29,588	1.75	12,876	3.26	42,464	2.18	1,031	40	20.59	882,273.18	5.18
1897..	30,141	1.87	12,854	1.17	42,995	1.25	1,071	40	21.60	913,595.79	3.56
1898..	31,723	5.24	12,975	.94	44,698	3.96	1,107	36	21.47	959,804.34	5.05
1899..	32,766	3.28	12,794	a 1.39	45,560	1.92	b 1,159	52	21.98	988,415.26	2.98
1900..	33,771	3.06	12,748	a. 35	46,519	2.10	b 1,226	67	22.83	1,062,174.74	7.46
1901..	34,399	1.85	13,032	2.22	47,431	1.96	b 1,283	57	23.01	1,091,527.38	5.75
1902..	35,079	2.26	13,353	2.46	48,432	2.11	b 1,323	40	24.70	1,206,742.17	10.55
1903..	35,493	1.12	13,252	a. 75	48,745	.64	b 1,371	48	24.60	1,199,292.61	(a)
1904..	36,107	1.72	13,682	3.24	49,789	2.14	b 1,425	54	25.98	c 1,293,912.44	16.22
1905..	d 34,600	a 4.17	d 16,630	d 21.54	51,230	2.89	b 1,478	53	26.79	c 1,372,490.82	6.07
1906..	35,201	1.73	16,791	.96	51,992	1.48	b 1,536	58	27.87	c 1,449,211.93	5.58
1907..	35,356	.44	17,383	3.52	52,739	1.43	b 1,575	39	30.35	1,601,084.15	10.47
1908..	36,006	2.08	17,349	.02	53,355	1.21	e 1,583	40	31.74	1,695,269.48	5.88

a Decrease.

b Includes kindergarten teachers.

c Includes deficiency appropriations.

d Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.

e See note e, Table VI, p. 43.

TABLE IX.—Amount expended for rent, and sites and buildings each year from the year 1880 to 1908, inclusive.

School year ending June 30—	Rent.	Sites and buildings.	School year ending June 30—	Rent.	Sites and buildings.
1880.....	\$28,908.35	\$74,098.24	1895.....	\$9,648.00	\$66,408.91
1881.....	26,506.11	103,416.91	1896.....	14,736.50	185,601.12
1882.....	26,472.57	253,609.73	1897.....	14,188.00	182,514.26
1883.....	14,805.33	103,141.47	1898.....	14,934.00	139,669.00
1884.....	8,742.50	103,563.94	1899.....	13,420.00	72,127.86
1885.....	7,000.00	118,400.00	1900.....	13,968.00	71,807.43
1886.....	6,919.66	61,130.04	1901.....	15,092.31	295,308.09
1887.....	7,354.00	73,085.34	1902.....	15,641.73	398,000.00
1888.....	10,215.44	239,150.77	1903.....	14,131.50	234,944.00
1889.....	14,832.00	332,312.44	1904.....	14,193.50	180,300.00
1890.....	10,000.00	240,467.39	1905.....	14,236.00	179,713.00
1891.....	9,892.00	229,078.00	1906.....	15,218.50	190,800.00
1892.....	9,602.00	220,344.47	1907.....	17,484.24	271,158.32
1893.....	8,951.25	42,270.36	1908.....	a 23,881.48	378,831.00
1894.....	9,825.50	66,939.60			

a Includes \$8,613.98 paid out of appropriation for rent of buildings or rooms to comply with compulsory education law.

STATISTICS OF THE RESPECTIVE SCHOOL DIVISIONS.

FIRST DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Addison, P street, between Thirty-second and Thirty-third streets nw.....	1	1	2	1	1	1	1	1	.....	8	8	8
Conduit Road, Conduit road.....	.....	.....	.....	1-4	.....	.....	.....	.....	.....	1	1	1
Corcoran, Twenty-eighth street, between M street and Olive avenue nw.....	1	1	1	1	2	.....	2	2	.....	10	8	10
Corcoran Annex, 2801 N street nw.....	.....	.....	.....	.....	.....	2	.....	.....	1	3	3	a 4
Curtis, O street, between Thirty-second and Thirty-third streets nw.....	1	1	1	1	1	2	1	1	.....	9	b 10	9
Fillmore, Thirty-fifth street, between R and S streets nw.....	1	1	1	1	1	1	1	1	.....	8	8	8
Hyde, O street, between Thirty-second and Thirty-third streets nw.....	1	1	1	1	1	.....	1	1	1	8	8	a 9
Industrial Home, Wisconsin avenue nw.....	5-8	.....	.....	3-4	2-3	1-2	.....	.....	.....	4	4	4
Jackson, R street, between Thirtieth and Thirty-first streets nw.....	1	1	1	1	1	1	1	1	.....	9	8	a 10
Reservoir, Conduit road, near reservoir.....	.....	.....	5-6	3-4	.....	1-2	.....	.....	.....	3	c 4	3
Threlkeld, Thirty-sixth street and Prospect avenue nw.....	.....	.....	1	.....	1	1	1	1	.....	5	4	5
Toner, Twenty-fourth and F streets nw.....	1	1	1	1	1	1	1	2	1	10	8	a 11
Total number of schools:												
1908.....	7	7	9	8	12	10	11	10	4	78	74	82
1907.....	12	12	12	12	12	13	11	11	6	101	116	103

a Includes assistant kindergarten teacher.

b One room used by the Peabody Library.

c One room vacant.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Addison.....	Furnace...	Excellent.	Good.....	Excellent.	Excellent.	Good.....	Owned.
Conduit Road.....	Stove.....	do.....	do.....	Poor.....	None.....	Fair.....	Do.
Corcoran.....	Furnace.....	do.....	do.....	Excellent.	Excellent.	Good.....	Do.
Corcoran Annex, 2801 N street nw. ^a	do.....	do.....	Fair.....	Good.....	None.....	Small.....	Rented.
Curtis.....	Steam.....	do.....	Good.....	Excellent.	Excellent.	Excellent.	Owned.
Fillmore.....	Furnace.....	do.....	do.....	Good ^b	do.....	Good.....	Do.
High Street ^d	Stoves.....	do.....	Poor.....	Poor.....	do.....	Excellent.	Do.
Hyde.....	Furnace.....	do.....	Excellent.	Excellent.	do.....	Fair.....	Do.
Industrial Home.....	Steam.....	do.....	Fair.....	do.....	Poor.....	Excellent.	(^c)
Jackson.....	Furnace.....	do.....	Good.....	Poor ^b	Excellent.	Good.....	Owned.
Reservoir.....	do.....	do.....	do.....	Fair.....	do.....	Excellent.	Do.
Threlkeld.....	Stoves.....	do.....	Fair.....	do.....	Poor.....	Fair.....	Do.
Toner.....	Furnace.....	do.....	Excellent.	Excellent.	Excellent.	Good.....	Do.
730 24th street nw. ^d	Stoves.....	do.....	Fair.....	Good.....	None.....	Ample.....	Rented.

^a Used for grades and kindergarten.^b Indicates dry closets. Provision has been made for new closets.^c Neither owned nor rented.^d Used for manual training, cooking, cutting and fitting.TABLE III.—*Showing half-day schools.**

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
Adams ^a		2		
Corcoran.....	4		1, 1, 2, 2	
Curtis.....	2		1, 2	
Force ^a		2		
Jackson.....	2		1, 2	
Morgan ^a		2		
Ross ^b		2		
Toner.....	4		K, 1, 1, 2	
Total.....	12	8		

^a See Second division, to which building was transferred for 1908.^b See Third division, to which building was transferred for 1908.TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	12	225	538	181	478	172	453	32.1	25.8
Seventh.....	7	12	267	513	217	445	202	419	38.1	31.0
Sixth.....	9	12	307	556	267	481	253	454	34.1	29.6
Fifth.....	8	12	361	568	313	484	292	451	45.1	39.1
Fourth.....	12	12	426	535	359	460	336	431	35.5	29.8
Third.....	10	13	405	548	359	471	338	442	40.2	35.9
Second.....	11	11	436	504	362	437	336	408	39.6	32.9
First.....	10	11	470	557	370	445	338	410	47.0	37.0
Total.....	74	95	2,897	4,319	2,428	3,701	2,267	3,465	39.1	32.8
Kindergarten.....	4	6	178	267	115	179	101	157	44.5	28.7
Total.....	78	101	3,075	4,586	2,543	3,880	2,368	3,625	39.4	32.6

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1907-8.	Cases of tardiness.		Tardi- ness of teachers, 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....	97.8	44	171	.....	10.5	21.0
October.....	95.1	382	833	5	46.0	65.0
November.....	94.1	375	936	3	22.5	66.0
December.....	93.1	327	819	8	8.5	51.5
January.....	91.7	422	1,090	12	40.5	110.5
February.....	92.4	371	1,014	23	47.0	72.5
March.....	93.2	372	731	9	52.0	45.0
April.....	92.1	282	624	7	16.0	35.5
May.....	90.8	329	974	13	17.5	61.0
June.....	93.9	145	342	19	17.0	14.0
Total.....	93.1	3,049	7,534	99	277.5	542.0

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	58
Other normal schools.....	2
Colleges.....	5
Kindergartens.....	8
Nongraduates of above courses, viz.:	
Graduates of academies or high schools, with or without advanced courses.....	8
Elementary education plus irregular or incomplete advanced courses.....	1
Total.....	82

SECOND DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Adams, R street, between Seventeenth street and New Hampshire avenue nw.....	1	1	1	1	1	2	1	1	.....	9	8	9
Berret, Fourteenth and Q streets nw.....	1	1	1	.....	1	1	1	1	.....	7	^a 9	7
Chevy Chase, Connecticut avenue extended.....	7-8	.....	5-6	.....	3-4	.....	1	1	.....	5	4	5
Chevy Chase Annex, Northampton street and Belt road.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1	^b 2
Dennison, S street between Thirteenth and Fourteenth streets nw.....	2	1	1	1	1	1	1	1	1	10	^c 12	^b 11
Force, Massachusetts avenue, between Seventeenth and Eighteenth streets nw.....	2	2	2	2	2	1	1	1	.....	13	12	13
Grant, G street, between Twenty-first and Twenty-second streets nw.....	1	1	2	2	2	2	2	2	.....	14	12	14
Johnson, School and Lamont streets, Mount Pleasant.....	1	6-7	1	4-5	1	1	1	1	.....	10	8	10
Johnson Annex, School street, Mount Pleasant.....	.....	.....	.....	.....	.....	.....	1	.....	1	2	^d 4	^b 3
Morgan, V street, between Champlain and Eighteenth streets nw.....	1	1	1	1	3-4	1	1	1	1	10	8	^b 11
Tenley, Tenley.....	7-8	.....	1	1	1	1	1	1	.....	7	8	7
Tenley Annex.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	^d 2	.....	.....
Weightman, Twenty-third and M streets nw.....	1	1	1	1	1	2-3	1	1	.....	9	8	9
Total number of schools:												
1908.....	12	10	12	11	13	12	12	11	4	97	96	101
1907.....	9	9	10	11	13	11	15	15	5	98	85	100

^a One room used for cooking classes.^b Includes assistant kindergarten teacher.^c One room used for cooking and one room used for cutting and fitting.^d One room used for cooking and one room used for manual training.^e One school accommodated in a hall room.

TABLE II.—*Showing condition of building.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Adams.....	Furnace...	Excellent.	Good.....	Good a....	Good.....	Small.....	Owned.
Berret.....	do.....	Good.....	do.....	Fair.....	Insufficient	Insufficient	Do.
Chevy Chase.....	do.....	do.....	Poor.....	Very bad..	Excellent.	Excellent.	Do.
Chevy Chase Annex, Northampton street and Belt road.	Stove.....	do.....	Fair.....	Fair.....	None.....	Ample.....	Rented.
Dennison.....	Steam.....	Excellent.	Good.....	Excellent.	Excellent.	Excellent.	Owned.
Force.....	do.....	do.....	Poor.....	do.....	do.....	Fair.....	Do.
Grant.....	do.....	do.....	Good.....	do.....	do.....	Good.....	Do.
Johnson.....	Furnace.....	do.....	do.....	Excellent.	Good.....	Fair.....	Do.
Johnson Annex.....	Stoves.....	Good.....	Poor.....	Good.....	None.....	do.....	Do.
Morgan.....	Furnace.....	Excellent.	Excellent.	Excellent.	Excellent.	Excellent.	Do.
Tenley.....	Steam.....	Fair.....	Poor.....	Poor b....	Poor.....	do.....	Do.
Tenley Annex c.....	Stoves.....	do.....	Fair.....	do.....	None.....	do.....	Do.
Weightman.....	Furnace.....	Excellent.	Good.....	Excellent.	Excellent.	Good.....	Do.

a Indicates dry closets. Provision has been made for new closets.

b Box closets. Provision has been made for new closets.

c Used for manual training, cooking, and cutting and fitting.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
Abbot a.....		4		
Adams.....	2		1, 2	
Berret.....	2		1, 2	
Chevy Chase.....	2		1, 2	
Force.....	2		1, 2	
Gage a.....		2		
Grant.....	4		1, 1, 2, 2	
Henry a.....		2		
Johnson.....	2		1, 2	
Johnson Annex.....	2		K, 2	
Morgan.....	4		K, 1, 2, 3	1
Morse a.....		4		
Phelps b.....		2		
Polk a.....		4		
Twining a.....		2		
Webster a.....		4		
Weightman.....	2		1, 2	
Total.....	22	24		1

a See fourth division, to which building was transferred for 1908.

b See third division, to which building was transferred for 1908.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	12	9	462	327	396	302	364	289	38.5	33.0
Seventh.....	10	9	456	417	402	373	378	354	45.6	40.2
Sixth.....	12	10	540	471	470	412	442	391	45.0	39.1
Fifth.....	11	11	530	503	457	457	420	432	48.1	41.5
Fourth.....	13	13	531	523	462	473	431	448	40.7	35.5
Third.....	12	11	537	488	468	447	437	420	44.7	39.0
Second.....	12	15	510	534	439	468	434	443	42.5	36.5
First.....	11	15	506	620	430	523	352	484	46.0	39.0
Total.....	93	93	4,072	3,883	3,524	3,455	3,258	3,261	43.7	37.8
Kindergarten.....	4	5	180	230	112	164	96	143	45.0	28.0
Total.....	97	98	4,252	4,113	3,636	3,619	3,354	3,404	43.8	37.4

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1907-8.	Cases of tardiness.		Tardi- ness of teachers, 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....	97.7	69	92	.....	2.5	19.0
October.....	95.2	675	531	5	34.0	62.0
November.....	94.2	712	468	13	17.0	86.0
December.....	92.0	595	469	10	49.5	37.0
January.....	91.7	891	649	13	99.0	70.0
February.....	91.7	840	597	12	47.0	77.5
March.....	93.0	749	425	9	80.0	54.5
April.....	92.1	620	458	5	45.0	60.5
May.....	90.6	820	424	11	48.5	52.0
June.....	92.0	319	229	21	28.0	11.0
Total.....	92.7	6,290	4,342	99	450.5	529.5

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	74
Other normal schools.....	4
Colleges.....	1
Kindergartens.....	8
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	8
Elementary education plus irregular or incomplete advanced courses.....	6
Total.....	101

THIRD DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Brightwood, Brightwood.....	7-8	....	1	1	1	1	1	1	....	7	^a 8	7
Brightwood Annex, corner of Georgia avenue and Longfellow street nw.....	....	....	....	....	....	....	....	....	1	1	1	^b 2
Harrison, Thirteenth street, between V and W streets nw.....	....	1	1	1	1	1	1	1	1	8	8	^b 9
Hubbard, Kenyon street, between Eleventh and Thirteenth streets nw.....	1	1	1	1	1	1	1	1	1	9	8	^b 10
Monroe, Columbia road, between Georgia and Sherman avenues nw.....	7-8	....	1	1	1	^c 2-3 1	1	1	1	9	8	^b 10
Petworth, Petworth.....	7-8	....	1	1	1	....	1	1	....	5	4	5
Petworth Annex, 837 Shepherd street nw.....	....	1	....	....	1	....	....	....	....	2	2	2
Phelps, Vermont avenue, between T and U streets nw.....	1	1	1	1	1	1	1	1	1	9	8	^b 10
Ross, Harvard street, between Eleventh and Thirteenth streets nw.....	1	1	1	4-5	1	1	1	1	1	9	8	^b 10
Takoma, Takoma.....	1	1	1	1	1	1	1	....	....	8	^c 8	8
Woodburn, Riggs and Blair roads.....	6-8	....	4-5	....	2-3	....	1	....	....	4	4	4
Total number of schools:												
1908.....	8	5	8	9	8	10	8	9	6	71	67	77
1907.....	8	10	11	13	12	12	14	12	3	95	82	98

^a One room vacant.^b Includes assistant kindergarten teacher.^c One room used for cooking school.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Brightwood.....	Steam.....	Excellent.	Fair.....	Excellent.	Poor ^a	Poor ^b	Owned.
Brightwood Annex, corner Georgia avenue and Longfellow street. ^c	Stoves.....	Good.....	do.....	Good.....	None.....	None.....	Rented.
Harrison.....	Furnace.....	Excellent.	Good.....	Excellent.	Good.....	Fair.....	Owned.
Hubbard.....	do.....	do.....	do.....	do.....	Excellent.	Excellent.	Do.
Monroe.....	do.....	do.....	Fair.....	do.....	Good ^d	Fair.....	Do.
Petworth.....	do.....	do.....	Good.....	do.....	Excellent.	Poor.....	Do.
Petworth Annex, 837 Shepherd street nw. ^e	do.....	do.....	do.....	Good.....	None.....	None.....	Rented.
Phelps.....	do.....	do.....	Excellent.	Excellent.	Poor ^f	Poor.....	Owned.
Ross.....	do.....	do.....	do.....	do.....	Excellent.	Excellent.	Do.
Takoma.....	do.....	do.....	do.....	do.....	do.....	Good ^g	Do.
Woodburn.....	do.....	do.....	Good.....	Poor.....	do.....	Excellent.	Do.
3224 Eleventh street nw. ^h	Stoves.....	Fair.....	do.....	Good.....	None.....	None.....	Rented.
3226 Eleventh street nw. ⁱ	do.....	do.....	do.....	do.....	do.....	do.....	Do.
3232 Eleventh street nw. ^j	do.....	do.....	do.....	do.....	do.....	do.....	Do.
3234 Eleventh street nw. ^k	do.....	Good.....	do.....	do.....	do.....	do.....	Do.

^a The basement floors of this building are brick; should be concrete; are insanitary.^b Concrete driveway should be built from the gate to the coal chute.^c Used for kindergarten.^d No proper play room for girls; good room for boys.^e Used for graded schools.^f Boys' play room used for fuel room.^g Excellent in size; needs proper grading and drainage.^h Used for cooking and cutting and fitting classes.ⁱ Used for manual training classes.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
Brent ^a		2		
Dent ^a		4		
Edmonds ^a		2		
Hilton ^a		2		
Hubbard.....	2		1, 2	
Lenox ^b		4		
Maury.....		2		
Monroe.....	2		1, 2	
Peabody ^a		2		
Petworth.....	2		1, 2	
Phelps.....	2		1, 2	
Ross.....	2		1, 2	
Takoma.....		4		
Towers ^a		2		
Wallach ^a				
Total.....	12	24		

^a See seventh division, to which building was transferred for 1908.^b See ninth division, to which building was transferred for 1908.TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	8	225	326	194	298	183	284	28.1	21.7
Seventh.....	5	10	284	435	246	379	234	362	56.8	48.9
Sixth.....	8	11	340	516	296	470	275	445	42.5	37.0
Fifth.....	9	13	366	573	327	520	304	492	40.6	36.3
Fourth.....	8	12	412	584	367	527	340	502	47.8	45.8
Third.....	10	12	373	544	341	518	318	488	37.3	34.1
Second.....	8	14	418	525	339	468	309	437	47.8	42.1
First.....	9	12	405	619	348	515	315	473	45.0	38.6
Total.....	65	92	2,823	4,122	2,458	3,695	2,278	3,483	43.4	37.8
Kindergarten.....	6	3	248	141	178	102	157	90	41.3	29.6
	71	95	3,071	4,263	2,636	3,797	2,435	3,573	43.2	37.1

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance, 1907-8.	Cases of tardiness.		Tardiness of teachers, 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....	97.7	36	48	1	3.0	22.5
October.....	94.8	356	229	5	26.0	114.5
November.....	93.6	359	213	8	14.0	90.5
December.....	91.1	330	215	11	47.5	49.5
January.....	90.8	515	301	14	63.5	84.0
February.....	91.0	441	250	6	52.5	87.0
March.....	92.3	372	212	5	55.5	45.0
April.....	91.5	240	228	5	52.5	42.0
May.....	90.5	351	216	10	58.0	42.0
June.....	93.7	165	76	6	27.5	25.5
Total.....	92.3	3,165	1,988	71	400.0	602.5

TABLE VI.—*Showing number of graduates from normal school, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	46
Other normal schools.....	10
Colleges.....	3
Kindergartens.....	12
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	4
Elementary education plus irregular or incomplete advanced courses.....	2
Total.....	77

FOURTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Abbot, Sixth street and New York avenue nw.....	1	1	1	1 { 3-4}	1	2	2	....	11	9	11
Franklin, Thirteenth and K streets nw.....	1	....	1	....	2	2	2	2	^a 10	^b 17	^c 6
Gage, Second street above U street nw.....	1	1	1	1 { 3-4}	1 { 1-2}	1	1	1	^d 11	8	^e 12	
Henry, P street between Sixth and Seventh streets nw.....	1	2	1	2	2	3	2	....	13	12	13
Morse, R street between New Jersey avenue and Fifth street nw.....	1	1	....	1 { 3-4}	1	2	2	....	10	8	10
Polk, Seventh and P streets nw.....	1	....	2	1	1	....	1	3	1	10	8
Seaton, I street between Second and Third streets nw.....	1	1	1	1	1	1	2	2	^f 12	12	^g 11	
Thomson, Twelfth street between K and L streets nw.....	1	2	1	2	....	....	....	....	6	6	6
Twining, Third street between N and O streets nw.....	1	1	1	1	1	1	1	2	....	9	8
Webster, Tenth and H streets nw.....	1	1	2	2	2	2	2	2	....	14	12
1017 Twelfth street nw.....	....	....	....	....	....	....	....	....	1	1	^h 8
Total number of schools:												
1908.....	10	10	11	12	15	12	16	16	5	107	103	105
1907.....	6	6	8	9	13	14	13	16	2	87	76	89

^a Eight practice schools under supervision of 4 normal teachers.^b Four rooms used by normal school and 5 for other purposes.^c Includes 4 normal practice teachers.^d One school accommodated in a hall room.^e Includes assistant kindergarten teacher.^f Four practice schools under supervision of 2 normal practice teachers.^g Includes 1 kindergarten practice teacher of the normal school.^h One room used for kindergarten and 7 for other purposes.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Abbot.....	Furnace and hot water.	Excellent ^a	Fair.....	Excellent.	None.....	None.....	Owned.
Franklin.....	Steam.....	do. ^b	Poor.....	Good.....	Excellent ^c	do.....	Do.
Gage.....	Furnace and hot water.	Excellent.	Excellent.	Excellent.	Good.....	Small.....	Do.
Henry.....	Steam.....	Excellent ^d	Fair.....	Good.....	{ Boys', poor. Girls', good. ^e	Good.....	Do.
Morse.....	Furnace ^f	Excellent.	Good.....	Excellent.	Fair.....	do.....	Do.
Polk.....	do.....	do.....	do.....	Fair ^g	Good.....	do.....	Do.
Seaton.....	Steam.....	do.....	Poor.....	Excellent.	do.....	do.....	Do.
Thomson.....	Furnace	Fair.....	do.....	Poor.....	Insufficient	None.....	Do.
Twining.....	do.....	Excellent.	Good.....	Excellent.	Fair.....	{ Girls', excellent Boys', poor. ^h	Do.
Webster.....	Steam.....	do. ⁱ	Poor.....	do.....	do.....	None.....	Do.
1017 Twelfth street nw. ^j	do.....	Good.....	Good.....	Good.....	None.....	do.....	Rented.
607-609 O street nw. ^k	do.....	do.....	Poor.....	Fair.....	do.....	do.....	Do.
212 H street nw. ^l	Hot water.	Fair.....	do.....	Good.....	do.....	do.....	Do.
624-626 O street nw. ^m	Steam.....	Good.....	do.....	Fair.....	do.....	do.....	Do.
1622 Seventh street nw. ⁿ	Furnace.....	Poor.....	do.....	do.....	do.....	do.....	Do.
1023 Twelfth street nw. ^o	do.....	Excellent.	do.....	do.....	do.....	Ample.....	Do.
625 Q street nw. ^p	Latrobe and stove.	Fair.....	Good.....	Good.....	do.....	None.....	Do.
1626 Seventh street nw. ^q	Furnace.....	do.....	Fair.....	Fair.....	do.....	do.....	Do.

^a Six rooms excellent; 3 good.^b Five rooms poor.^c Boys' play room insufficient.^d Southwest room poor.^e Too small.^f Provision has been made for an extra furnace.^g Dry closets; provision has been made for new closets.^h Unfit for ordinary use on account of muddy condition.ⁱ Poor in 4 rooms; fair in 2 rooms; satisfactory in 6 rooms.^j Used by kindergartens and offices.^k Used for cooking, cutting and fitting, and McKinley Manual Training School classes.^l Used for manual training, cooking, and cutting and fitting classes.^m Used for manual training classes and classes of McKinley Manual Training School.ⁿ Used for classes of McKinley Manual Training School.^o Used for manual training and cooking classes.^p Used for atypical and incorrigible classes.^q Latrobes.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
Abbot.....	4		1, 1, 2, 2	
Amidon ^a		4		
Arthur ^b		4		
Bowen, Sayles J. ^a		2		
Bradley ^a		2		
Gage.....	4		1, 1, 2, 2	
Greenleaf ^a		4		
Henry.....	2		2, 2	
Jackson ^a		4		
McCormick ^a		4		
Morse.....	4		1, 1, 2, 2	
Polk.....	4		1, 1, 2, 2	
Smallwood ^a		2		
Twining.....	2		1, 1	
Webster.....	4		1, 1, 2, 2	
Total.....	24	26		

^a See eighth division, to which building was transferred for 1908.^b See fifth division, to which building was transferred for 1908.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	10	6	411	223	372	197	358	189	41.1	37.2
Seventh.....	10	6	444	286	383	247	362	236	44.4	38.3
Sixth.....	11	8	404	364	417	325	393	306	42.1	37.9
Fifth.....	12	9	548	422	487	378	457	355	45.6	40.5
Fourth.....	15	13	545	605	478	533	447	500	36.3	31.8
Third.....	12	14	548	590	486	534	459	495	45.6	40.5
Second.....	16	13	541	574	485	506	456	472	33.8	30.3
First.....	16	16	633	720	548	597	509	554	39.5	34.2
Total.....	102	85	4,134	3,784	3,656	3,317	3,441	3,107	40.5	35.8
Kindergarten.....	5	2	259	85	167	58	145	52	51.8	33.4
Total.....	107	87	4,393	3,869	3,823	3,375	3,586	3,159	41.0	35.7

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance, 1907-8.	Cases of tardiness.		Tardiness of teachers, 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....	97.7	65	41	.....	2.0	18.0
October.....	95.5	661	349	6	25.5	51.0
November.....	95.3	703	319	10	36.0	80.5
December.....	92.1	640	339	13	24.0	100.5
January.....	92.1	891	421	20	59.0	68.0
February.....	93.7	664	295	27	49.5	76.0
March.....	93.6	690	312	10	94.0	73.5
April.....	92.4	466	293	12	77.0	56.5
May.....	92.2	615	319	10	51.0	71.5
June.....	94.4	255	101	5	26.0	41.0
Total.....	93.6	5,650	2,789	113	444.7	636.5

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	a 70
Other normal schools.....	9
Colleges.....	4
Kindergartens.....	b 10
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	9
Elementary education plus irregular or incomplete advanced courses.....	3
Total.....	a 105

a Includes six practice teachers of the normal school.

b Includes kindergarten training teacher of the normal school.

FIFTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	School rooms.	Teachers.
Arthur, Arthur place nw.....	1	1	1	1	1	1	1	1	1	9	8	a 10
Blake, North Capitol street, between K and L streets nw.....	1	1	1	1	1	1	1	1	.....	8	8	8
Brookland, Brookland.....	1	1	1	{4-5}	1	1	{1-2}	1	1	11	12	a 12
Carbery, Fifth street, between D and E streets ne.....	1	1	1	1	1	1	1	1	1	9	8	a 10
Eckington, First and Quincy streets ne.....	1	.....	1	1	1	2	2	2	1	10	8	a 11
Emery, Lincoln avenue and Prospect street ne.....	1	2	1	2	2	2	1	1	1	13	12	a 14
Gales, First and G streets nw.....	1	1	1	2	1	2	1	2	.....	11	b 12	11
Langdon, Langdon.....	7-8	.....	.....	1	1	.....	1	1	.....	5	4	5
Langdon Annex, Douglass and Twenty-fourth streets.....	.....	.....	1	.....	.....	.....	.....	.....	.....	1	1	1
Langdon Annex, Queen's Chapel road.....	.....	.....	.....	.....	1	.....	.....	.....	.....	1	1	1
Total number of schools:												
1908.....	8	7	8	11	9	10	10	10	5	78	74	83
1907.....	10	8	11	10	15	13	16	13	4	100	89	104

a Includes assistant kindergarten teacher.

b One room used by incorrigible school.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Arthur.....	Furnace...	Excellent.	Good.....	Fair a.....	Excellent.	Excellent..	Owned.
Blake.....	do.....	do.....	do.....	Excellent.	do. b.....	Small.....	Do.
Brookland.....	Steam.....	do. c.....	do.....	do.....	do.....	Insufficient	Do.
Carbery.....	Furnace...	do.....	do.....	Good a.....	Fair b.....	Small.....	Do.
Eckington.....	do.....	do.....	Excellent.	do.....	do.....	Insufficient	Do.
Emery.....	Steam.....	do. c.....	Bad e.....	do.....	Excellent.	do.....	Do.
Gales.....	do.....	do.....	Good.....	Excellent.	Fair.....	Parking...	Do.
Langdon.....	Furnace...	do.....	do.....	Poor.....	Excellent.	Ample.....	Do.
Langdon Annex, Douglass and Twenty-fourth streets ne.	Stoves.....	do.....	do.....	do.....	None.....	do.....	Rented.
Langdon Annex, Queen's Chapel road.	do.....	do.....	do.....	None.....	do.....	do.....	Owned.
Brookland Manual Training, Bunker Hill road. f	do.....	Fair.....	Fair.....	Fair.....	do.....	None.....	Rented.

a Indicates dry closets. Provision has been made for new closets.

b In this school the boys' play room is used as a coal vault.

c Except in four rooms.

d Not properly connected with closet room. Provision has been made for improvement.

e Provision has been made to remedy same.

f Used for manual training.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
Addison ^a		2		
Arthur.....	2		1, 2	
Carbery.....	2		1, 2	
Corcoran ^a		4		
Curtis ^a		4		
Eckington.....	4		1, 1, 2, 2	
Emery.....	2		1, 2	
Grant ^b		4		
Jackson ^a		2		
Threlkeld ^a		2		
Toner ^a		2		
Weightman ^b		2		
Total.....	10	22		

^a See first division, to which building was transferred for 1908.^b See second division, to which building was transferred for 1908.TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	10	303	270	263	237	253	226	37.8	32.7
Seventh.....	7	8	299	306	253	261	241	246	42.7	36.1
Sixth.....	8	11	382	392	313	342	292	322	47.7	39.1
Fifth.....	11	10	427	475	384	428	362	394	38.8	34.9
Fourth.....	9	15	399	534	352	475	331	445	44.3	39.1
Third.....	10	13	401	532	352	468	330	440	40.1	35.2
Second.....	10	16	424	571	346	513	322	471	42.4	34.6
First.....	10	13	441	683	363	555	332	514	44.1	36.3
Total.....	73	96	3,076	3,763	2,626	3,279	2,463	3,058	42.1	35.9
Kindergarten.....	5	4	232	154	164	107	141	92	46.4	32.8
Total.....	78	100	3,308	3,917	2,790	3,386	2,604	3,150	42.3	35.7

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

	Percentage of attendance, 1907-8.	Cases of tardiness.		Tardiness of teachers, 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....	98.1	54	121	6	3.0	19.5
October.....	95.4	425	482	11	38.5	65.0
November.....	94.4	454	504	6	24.0	46.5
December.....	91.9	396	357	11	10.0	16.5
January.....	91.9	545	639	18	26.5	54.5
February.....	92.6	437	493	10	37.5	77.0
March.....	93.1	430	520	5	34.0	38.5
April.....	92.3	297	423	5	19.0	37.0
May.....	90.9	459	510	12	53.5	52.0
June.....	93.7	198	212	3	4.0	30.5
Total.....	93.1	3,695	4,261	87	250.0	437.0

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	55
Other normal schools.....	4
Colleges.....	2
Kindergartens.....	9
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	9
Elementary education plus irregular or incomplete advanced courses.....	4
Total.....	83

SIXTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms	Teachers.
Benning, Benning.....	7-8	5-6	3-4	1-2						4	4	4
Blair, 1 street between Sixth and Seventh streets ne.	1	1	1	1	1	1	1	1	1	9	8	a 10
Blow, Nineteenth street and Benning road ne.		1			1	1	1	1	1	7	8	a 8
Hamilton, Bladensburg road.....		6-7	4-5	2-3	1-2					4	4	4
Hayes, Fifth and K streets ne.....	1	1	1	1	1	1	1	1		8	8	8
Kenilworth, Kenilworth, D. C.....		5-6	3-4	1-2						8	8	8
Ludlow, southeast corner of Sixth and G streets ne.	1	1	1	1	1	1	1	1		8	8	8
Madison, Tenth and G streets ne.....	1	1	1	1	1	1	1	1		8	8	8
Pierce, G and Fourteenth streets ne.....	7-8	1	1	1	1	2	2	1	10	8	8	a 11
Taylor, Seventh street near G street ne.....	1	1	1	1	1	1	1	1	1	9	8	a 10
Webb, Fifteenth and Rosedale streets ne.....	1	1	1	1	1	2	1	1		9	8	9
Wheatley, Twelfth and N streets ne.....	7-8		1	1	1	1	1	2	1	9	8	a 10
Total number of schools:												
1908.....	9	7	11	10	11	10	13	12	5	88	84	94
1907.....	9	5	10	9	10	9	12	10	5	79	76	85

a Includes assistant kindergarten teacher.

b One room vacant.

c One room used for manual training.

d Includes one teacher not otherwise provided for.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Benning ^a	Stoves.....	Good.....	Fair.....	Poor.....	None.....	Good.....	Owned.
Blair.....	Furnace.....	Excellent.....	Good.....	Excellent.....	Excellent.....	Ample.....	Do.
Blow.....	do.....	do.....	Excellent.....	do.....	do.....	Excellent.....	Do.
Hamilton.....	Stoves.....	Good.....	Poor.....	Poor.....	None.....	Good.....	Do.
Hayes.....	Furnace.....	Excellent.....	Excellent.....	Good.....	Excellent.....	Boys', ample; Girls', small.	Do.
Kenilworth ^a	do.....	do.....	Fair.....	Poor.....	do.....	Good.....	Do.
Ludlow.....	do.....	do.....	Excellent.....	Excellent.....	do.....	Excellent.....	Do.
Madison.....	do.....	do.....	Good.....	do.....	do.....	Small.....	Do.
Pierce.....	do.....	do.....	do.....	Good ^b	Good.....	Boys', ample; girls', small.	Do.
Taylor.....	do.....	do.....	do.....	do ^b	Excellent.....	Ample.....	Do.
Webb.....	do.....	do.....	Excellent.....	Excellent.....	do.....	do.....	Do.
Wheatley.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
1338 H street ne. ^c	Stove.....	Good.....	Good.....	None.....	Small.....	Small.....	Rented.

a Transferred to this division March, 1908.

b Indicates dry closets. Provision has been made for new closets.

c Used for cooking school.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
Blair.....	2	2	1, 2	
Pierce.....	4	4	1, 1, 2, 2	
Taylor.....	2	2	1, 2	
Webb.....	2		1, 2	
Wheatley.....	2	2	1, 1	
Total.....	12	10		

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	9	9	253	237	211	205	200	197	28.1	23.4
Seventh.....	7	5	314	258	276	232	260	221	44.8	39.4
Sixth.....	11	10	412	334	347	300	326	284	37.4	31.5
Fifth.....	10	9	429	386	377	364	352	343	42.9	37.7
Fourth.....	11	10	452	395	414	336	387	315	41.0	37.6
Third.....	10	9	450	398	402	370	371	347	45.0	40.2
Second.....	13	10	517	385	462	353	426	331	39.7	35.6
First.....	12	12	482	533	419	454	383	418	40.1	34.9
Total.....	83	74	3,309	2,926	2,908	2,614	2,705	2,456	39.8	35.7
Kindergarten.....	5	5	215	185	155	143	137	130	43.0	31.0
Total.....	88	79	3,524	3,111	3,063	2,757	2,842	2,586	40.0	34.7

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1907-8.	Cases of tardiness.		Tardi- ness of teachers, 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....	98.0	37	50		5.5	12.5
October.....	95.1	402	286	8	31.0	29.5
November.....	94.2	344	307	11	32.0	28.0
December.....	92.4	321	261	8	25.5	10.0
January.....	91.4	421	448	25	71.5	38.0
February.....	92.5	394	345	27	23.0	23.5
March.....	92.9	447	251	18	34.5	48.0
April.....	96.6	271	284	12	56.5	22.0
May.....	90.5	373	323	22	89.5	34.0
June.....	93.2	179	147	9	24.5	16.5
Total.....	92.8	3,189	2,702	140	393.5	262.0

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens and nongraduates.*

Washington Normal School No. 1.....	64
Other normal schools.....	7
Colleges.....	0
Kindergartens.....	10
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	8
Elementary education, plus irregular or incomplete advanced courses.....	5
Total.....	94

SEVENTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Brent, Third and D streets se.....	1	1	1	1	1	2	1	1	...	9	8	9
Dent, Second street and South Carolina avenue se.....	1	1	1	1	1	1	2	2	1	10	8	^a 11
Edmonds, Ninth and D streets ne.....	1	1	1	1	1	2	1	1	...	9	8	9
Hilton, Sixth street, between B and C streets ne.....	1	1	1	1	1	1	2	1	...	9	8	9
Maury, B street, between Twelfth and Thirteenth streets ne.....	1	1	1	1	1	1	1-2	1	...	9	8	9
Peabody, Fifth and C streets ne.....	1	2	2	3	2	1	1	1	1	^b 14	12	^a 15
Towers, Eighth and C streets ne.....	1	1	1	1	1	1	1	3	...	10	8	10
Wallach, D street, between Seventh and Eighth streets se.....	1	1	2	3	3	2	2	...	1	15	14	^a 16
Total number of schools:												
1908.....	7	9	10	12	11	11	12	10	3	85	74	88
1907.....	7	3	5	7	5	6	8	7	3	51	49	54

^a Includes assistant kindergarten teacher.^b One school accommodated in a small hall room.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Brent.....	Furnace...	Excellent.	Good.....	Excellent...	Small.....	Ample.....	Owned.
Dent.....	do.....	do.....	Excellent.	do.....	do.....	do.....	Do.
Edmonds ^a	do.....	do.....	do.....	do.....	do.....	do.....	Do.
French ^b	do.....	do.....	do.....	do.....	None.....	None.....	Do.
Northeast Industrial School, corner Eighth and I streets ne. ^b	do.....	Fair.....	Poor.....	Girls', good; boys', fair.	do.....	do.....	Rented.
Hilton.....	do.....	Excellent.	Excellent.	Good.....	Small.....	Small.....	Owned.
Maury.....	do.....	do.....	Good.....	Excellent.	do.....	Fair.....	Do.
Peabody.....	Steam.....	do.....	do.....	do.....	do.....	Small.....	Do.
Towers.....	Furnace.....	do.....	do.....	do.....	do.....	Ample.....	Do.
Wallach.....	Steam.....	do.....	do.....	Fair.....	do.....	do.....	Do.
646 Massachusetts avenue ne. ^c	Stoves.....	Good.....	Fair.....	do.....	None.....	None.....	Rented.

^a Transferred to this division in March, 1908.^b Used for manual training, cooking, and cutting and fitting.^c Used for manual training and cooking.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
Brent.....	2	...	1, 2	...
Brightwood ^a	2	2	...	...
Chevy Chase ^b	2	2	...	...
Dent.....	4	...	1, 1, 2, 2	...
Edmonds.....	2	...	1, 2	...
Hilton.....	2	...	1, 2	...
Maury.....	2	...	1, 2, 2	...
Monroe ^a	2	2	...	...
Peabody.....	2	...	1, 2	...
Petworth ^a	2	2	...	...
Takoma ^a	2	2	...	...
Towers.....	4	...	1, 1, 1, 2	...
Wallach.....	2	...	2, 2	...
Total.....	20	10	...	...

^a See third division, to which building was transferred for 1908.^b See second division, to which building was transferred for 1908.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	7	311	125	276	110	264	103	44.4	39.4
Seventh.....	9	3	389	134	344	117	328	110	43.2	38.2
Sixth.....	10	5	468	189	416	162	394	150	46.8	41.6
Fifth.....	12	7	544	284	503	237	476	215	45.3	41.9
Fourth.....	11	5	523	253	482	225	456	195	47.5	43.8
Third.....	11	6	473	253	426	220	401	205	43.0	38.7
Second.....	12	8	470	305	420	255	394	233	39.1	35.0
First.....	10	7	453	335	394	259	363	228	45.3	39.4
Total.....	82	48	3,631	1,878	3,261	1,585	3,076	1,439	44.2	39.7
Kindergarten.....	3	3	147	110	108	72	93	60	49.0	36.0
Total.....	85	51	3,778	1,988	3,369	1,657	3,169	1,499	44.4	39.6

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance, 1907-8.	Cases of tardiness.		Tardiness of teachers, 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....	98.3	16	58	2	23.0	17.0
October.....	95.9	201	229	8	70.0	11.5
November.....	95.1	206	223	14	49.5	12.0
December.....	93.7	215	223	12	50.5	12.0
January.....	92.0	302	395	27	50.5	40.0
February.....	90.6	228	253	40	46.0	37.0
March.....	93.6	182	137	20	45.0	29.5
April.....	93.5	160	177	8	17.0	17.0
May.....	92.5	189	185	10	44.5	9.5
June.....	93.8	89	90	4	21.0	.....
Total.....	93.9	1,788	1,970	145	417.0	185.5

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	61
Other normal schools.....	8
Colleges.....	0
Kindergartens.....	6
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	7
Elementary education plus irregular or incomplete advanced courses.....	6
Total.....	88

EIGHTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools, by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.	
Amidon, Sixth and F streets sw	1	1	1	1	2	2	2	2	1	10	8	a 11	
Bowen, Third and K streets sw	1	1	1	1	2	2	1	1	...	9	8	9	
Bradley, Linworth place sw	1	1	1	1	1	1	1	2	...	9	8	9	
Greenleaf, Four-and-a-half street, between M and N streets sw	2	2	3	3	2	2-3	2	2	1	20	10	8	10
Jefferson, Sixth and D streets sw					1	1								2	2	20	a 21
McCormick, Third street, between M and N streets se.	1	1	1	1	2-3	1	1	2	...	6	c 4	6	
Potomac, Twelfth street, between Maryland avenue and E street sw.	1	1	1	1	1	1	1	1	...	4	c 4	4	
Smallwood, I street, between Third and Four-and-a-half streets sw	1	1	1	1	1	1	1	2	1	10	8	a 11	
Total number of schools:													
1908.....	5	5	7	8	12	13	11	14	3	78	68	81	
1907.....	5	4	7	8	10	8	9	11	3	65	60	68	

a Includes assistant kindergarten teacher.

b One room used as office for supervising principal and one room used for cooking school.

c Two rooms closed by order of the board.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Amidon	Furnace	Excellent.	Excellent.	Excellent.	Excellent.	Small	Owned.
Bowen, Sayles J	Steam	Insufficient.	do.	do.	Good.	Excellent.	Do.
Bradley	Furnace	Excellent.	Good.	do.	Small	Small	Do.
Greenleaf	do.	do.	Excellent.	Good.	do.	do.	Do.
Jefferson	Steam	do.	Fair.	Excellent.	Excellent.	Excellent.	Do.
McCormick	Furnace	do.	do.	Poor.	None.	do.	Do.
Potomac	Stoves	do.	do.	do.	Small	Small	Do.
Smallwood	Furnace	do.	Good.	do.	do.	do.	Do.
494 Maryland avenue sw. c	Stoves	Good.	Poor.	Good.	None.	do.	Rented.

a Eight rooms insufficient.

b Indicates dry closets. Provision has been made for new closets.

c Used for cutting and fitting.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
Amidon	4	...	1, 1, 2, 2	...
Bowen, Sayles J	2	...	1, 2	...
Bradley	2	...	1, 1	...
Buchanan a	2	...	...	...
Cranch	2	4	...	...
Greenleaf	4	...	1, 1, 2, 2	...
Jefferson	4	...	1, 1, 2, 2	...
McCormick	4	...	1, 1, 2, 4	...
Potomac	2	...	2, 3	1
Smallwood	4	...	K, 1, 1, 2	...
Tyler a	2	...	...	...
Van Buren and Annex a	4	...	...	...
Total	26	12	...	2

a See ninth division to which building was transferred for 1908.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	5	184	150	156	130	149	124	36.8	31.2
Seventh.....	5	4	222	187	185	161	178	151	44.4	37.0
Sixth.....	7	7	309	274	277	248	261	236	44.1	39.5
Fifth.....	8	8	382	366	330	322	313	301	47.7	41.2
Fourth.....	12	10	518	402	453	359	417	345	43.1	37.7
Third.....	13	8	470	425	428	375	401	352	36.1	32.9
Second.....	11	9	511	399	469	364	438	344	46.5	42.6
First.....	14	11	605	520	527	445	485	408	43.2	37.6
Total.....	75	62	3,201	2,723	2,825	2,404	2,642	2,261	42.6	37.7
Kindergarten.....	3	3	108	120	80	91	71	79	36.0	26.6
Total.....	78	65	3,309	2,843	2,905	2,495	2,713	2,340	42.4	37.2

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance, 1907-8.	Cases of tardiness.		Tardiness of teachers, 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....	97.9	18	89	.....	8.0	9.5
October.....	95.1	290	305	9	41.5	43.0
November.....	94.4	271	321	7	28.0	46.0
December.....	92.4	219	300	10	19.0	55.5
January.....	92.0	372	483	22	51.5	67.0
February.....	93.3	297	403	23	63.0	52.5
March.....	93.0	248	303	10	18.0	31.5
April.....	91.8	155	214	5	16.5	17.0
May.....	91.9	233	315	9	47.0	32.0
June.....	94.1	102	196	5	2.5	21.0
Total.....	93.3	2,205	2,929	100	295.0	375.0

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	56
Other normal schools.....	7
Colleges.....	0
Kindergartens.....	6
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	6
Elementary education plus irregular or incomplete advanced courses.....	6
Total.....	81

NINTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools, by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Buchanan, E street, between Thirteenth and Fourteenth streets se.....	1	1	1	1	1	1	1	1	1	9	8	^a 10
Congress Heights, Congress Heights.....	7-8		6-7	1	1	1	1	2		8	8	8
Cranch, Twelfth and G streets se.....	1	1	1	1	1	1	2	2		10	8	10
Cranch Annex, 533 Twelfth street se.....				1	1	2			1	4	4	^a 5
Ketcham, Adams street, between Jackson and Harrison, Anacostia, D. C.....		1	1	4-5	1	1	1	1	1	8	8	^a 9
Lenox, Fifth street, between G street and Virginia avenue se.....	1	1	1	1	1	1	2	2		10	8	10
Orr, Twining City.....		5-7			1	1	1	1		5	4	5
Stanton, Hamilton road, Good Hope, D. C.....	7-8		5-6		3-4	1-2				4	4	4
Tyler, Eleventh street, between G and I streets se.....		1	2	2	1	1	2			9	8	9
Van Buren, Jefferson street, Anacostia.....	1	1	1	1		1-2	1	1		8	8	8
Van Buren Annex, Washington street, Anacostia.....				1	1					2	^b 6	2
Total number of schools:												
1908.....	6	5	9	9	11	9	13	12	3	77	74	80
1907.....	8	7	8	11	9	9	11	13	4	80	74	84

^a Includes assistant kindergarten teacher.^b One room used for manual training, one room used for cutting and fitting, and two rooms vacant.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Buchanan.....	Furnace.....	Good.....	Fair.....	Good ^a	Fair.....	Fair.....	Owned.
Congress Heights.....	do.....	do.....	do.....	Poor.....	do.....	Excellent.....	Do.
Cranch.....	Steam.....	Poor.....	Poor.....	Excellent.....	Poor.....	Small.....	Do.
Cranch Annex, 533 Twelfth street se. ^b	Stoves.....	Good.....	Fair.....	Fair.....	None.....	do.....	Rented.
Ketcham.....	Furnace.....	do.....	do.....	Good ^c	Good.....	Good.....	Owned.
Lenox.....	do.....	Excellent.....	Good.....	Excellent.....	Small.....	Small.....	Do.
Orr.....	do.....	Good.....	do.....	Poor.....	Good.....	Good.....	Do.
Stanton.....	do.....	do.....	do.....	do.....	do.....	Poor.....	Do.
Tyler.....	do.....	do.....	Poor.....	Excellent.....	Fair.....	Small.....	Do.
Van Buren.....	do.....	do.....	do.....	do.....	do.....	Fair.....	Do.
Van Buren Annex.....	Stoves.....	Fair.....	do.....	None.....	None.....	Parking.....	Do.
Masonic Temple, Anacostia, D. C. ^d	Furnace.....	Good.....	Fair.....	Good.....	do.....	None.....	Rented.

^a Indicates dry closets. Provision has been made for new closets.^b Used for graded schools and kindergarten.^c Excepting porcelain seats which are objectionable.^d Used for kindergarten and manual training schools. Vacated in March, 1908.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
Brookland ^a		2		
Buchanan.....	2		1, 1, 2	
Carbery ^a		2		
Cranch.....	4		1, 1, 2, 2	
Eckington ^a		4		
Emery ^a		2		
Hayes ^b		4		
Langdon ^a		2		
Lenox.....	4		1, 2, 3, 4	2
Orr.....	2		1, 2	
Tyler.....	2		1, 2	
Total.....	14	16		2

^a See fifth division, to which building was transferred for 1908.^b See sixth division, to which building was transferred for 1908.TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	6	8	189	257	153	235	146	225	31.5	25.5
Seventh.....	7	7	288	325	227	290	213	275	41.1	32.4
Sixth.....	7	8	356	336	311	292	295	275	50.8	44.4
Fifth.....	9	11	426	394	385	349	362	327	47.3	42.7
Fourth.....	11	9	462	404	440	362	374	350	42.0	40.0
Third.....	9	9	438	376	415	338	388	319	48.6	46.1
Second.....	13	11	505	400	468	352	446	331	38.8	36.0
First.....	12	13	580	472	529	380	522	347	48.3	44.0
Total.....	74	76	3,244	2,964	2,928	2,598	2,746	2,449	43.8	39.5
Kindergarten.....	3	4	125	161	93	111	82	92	41.7	31.0
Total.....	77	80	3,369	3,125	3,021	2,709	2,828	2,541	43.7	39.2

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance, 1907-8.	Cases of tardiness.		Tardiness of teachers, 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....	98.4	42	86		20.0	9.0
October.....	95.2	269	396	7	43.0	24.5
November.....	94.8	297	336	12	20.5	28.0
December.....	92.6	297	295	8	32.0	37.5
January.....	92.1	481	383	13	20.5	42.5
February.....	93.0	375	340	26	56.5	55.0
March.....	93.4	328	237	24	35.0	61.5
April.....	93.5	284	271	13	32.0	37.5
May.....	91.5	304	355	31	22.5	57.5
June.....	94.1	154	149	19	17.5	26.0
Total.....	93.5	2,891	2,848	153	299.5	379.0

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	57
Other normal schools.....	5
Colleges.....	2
Kindergartens.....	6
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	6
Elementary education plus irregular or incomplete advanced courses.....	4
Total.....	80

UNGRADED SCHOOLS—1-9 DIVISIONS.

TABLE I.—*Showing location of buildings and distribution of atypical and incorrigible schools, by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Ungraded.	Total.	Schoolrooms.	Teachers.
Atypical:													
Bowen, S. J.....										1	1	(a)	1
Edmonds.....										1	1	(b)	1
Greenleaf.....										1	1	(c)	1
625 Q street NW.....										1	1	d 6	1
Incorrigible:													
Gales.....										1	1	(e)	2
625 Q street NW.....										1	1	(f)	1
Total number of schools:													
1908.....										6	6	6	7
1907.....										2	2		3

a Occupying room formerly used as teachers' retiring room.

b Occupying a formerly vacant hall room.

c Occupying small room formerly used for storage purposes.

d One room used for atypical, one room used for incorrigible, and four rooms for other purposes.

e Room counted in with building elsewhere.

f See note d, above.

TABLE II.—*Showing condition of buildings.*

	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Atypical:							
Bowen, Sayles J.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Edmonds.....	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Greenleaf.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)
625 Q street NW.....	(c)	(c)	(c)	(c)	(c)	(c)	(c)
Incorrigible:							
Gales.....	(d)	(d)	(d)	(d)	(d)	(d)	(d)
625 Q street NW.....	(c)	(c)	(c)	(c)	(c)	(c)	(c)

a See Table II, eighth division.

b See Table II, seventh division.

c See Table II, fourth division.

d See Table II, fifth division.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
None.....				

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enrollment.	Based on average enrollment.
Eighth.....										
Seventh.....				2		2		2		
Sixth.....				4		2		2		
Fifth.....		1		9		5		4		
Fourth.....		1		10		6		5		
Third.....				6		4		4		
Second.....				2		1		1		
First.....				1		1		1		
Total.....	6	2	a 101	34	a 67	21	a 59	19	16.8	11.1
Kindergarten.....										
Total.....	6	2	101	34	67	21	59	19	16.8	11.1

a Not distributed among respective grades because of diversity in progress in studies varying widely from regular course.

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1907-8.	Cases of tardiness.		Tardi- ness of teachers, 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....						
October.....						
November.....	90.9	5		1		
December.....	83.1	22	1			
January.....	84.5	54	5	13		0.5
February.....	88.6	51	1	5	2.0	2.0
March.....	91.6	46	2	1		
April.....	89.7	21	2			
May.....	87.6	52	8	1		
June.....	90.0	33	13	1		
Total.....	84.4	284	32	22	2.0	2.5

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	3
Other normal schools.....	3
Colleges.....	0
Kindergartens.....	0
Nongraduates of above courses, viz:	
Graduates from academies or high schools with or without advanced courses.....	1
Elementary education plus irregular or incomplete advanced courses.....	0
Total.....	7

TENTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Briggs, E and Twenty-second streets nw.....	1	.....	.....	1	1	1	2	3	1	10	8	^a 11
Chain Bridge Road, Chain Bridge road.....	.....	.....	.....	1-4	.....	.....	.....	.....	.....	1	1	1
Magruder, M between Sixteenth and Seventeenth streets nw.....	.....	.....	.....	.....	.....	2	2	2	1	^b 7	^c 8	^d 6
Miner, Seventeenth and Church streets nw.....	1	2	2	1	1	1	1	1	1	11	10	^a 12
Montgomery, Twenty-seventh street between I and K streets nw.....	1	1	1	1	1	1	2	1	.....	9	8	9
Phillips, N street between Twenty-seventh and Twenty-eighth streets nw.....	.....	.....	1	1	1	2	2	2	1	10	8	^a 11
Reno, Howard avenue, Fort Reno.....	6-8	.....	4-5	.....	1	1-2	1	.....	.....	5	4	5
Stevens, Twenty-first street between K and L streets nw.....	1	2	2	2	3	3	4	3	1	21	^e 20	^a 22
Sumner, M and Seventeenth streets nw.....	1	1	1	2	2	.....	.....	.....	.....	7	10	7
Wilson, Seventeenth street between Euclid street and Kalorama road nw.....	1	1	1	1	1	1	2	2	.....	10	8	10
Wilson Annex (Mt. Nebo Church).....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1	^a 2
Wormley, Prospect street between Thirty-third and Thirty-fourth streets nw.....	.....	1	1	1	2	1	2	2	.....	10	8	10
Total number of schools:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1908.....	7	8	9	11	13	13	18	17	6	102	94	106
1907.....	5	7	8	11	11	13	14	18	5	92	85	94

^a Includes assistant kindergarten teacher.^b Six practice schools under supervision of four normal teachers.^c One room used by kindergarten training teacher of the normal school.^d Includes three normal practice teachers and one kindergarten practice teacher of the normal school.^e One room used for manual training and one room used for cooking school.^f Four rooms used by the normal school and one room used for library for teachers.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Briggs.....	Furnace.....	Excellent.....	Good ^a	Excellent.....	Excellent.....	Small.....	Owned.
Chain Bridge road.....	Stoves.....	do.....	Poor.....	Poor.....	None.....	Good.....	Do.
Magruder.....	Furnace.....	do.....	Good.....	Fair ^b	Excellent.....	Ample.....	Do.
Miner.....	do.....	Good.....	Fair.....	Excellent.....	Good.....	Small.....	Rented.
Montgomery.....	do.....	Excellent.....	Excellent.....	do.....	Excellent.....	Ample.....	Owned.
Phillips.....	do.....	do.....	do.....	Poor.....	do.....	do.....	Do.
Reno.....	do.....	do.....	do.....	Excellent.....	do.....	Excellent.....	Do.
Stevens.....	Steam.....	do.....	do.....	do.....	do.....	Extremely small.....	Do.
Sumner.....	do.....	do.....	Good.....	do.....	Poor.....	Ample.....	Do.
Wilson.....	Furnace.....	do.....	Fair.....	Good ^a	Excellent.....	Poor.....	Do.
Wilson annex (Mount Nebo Baptist Church, Seventeenth and Euclid streets). ^c	Stove.....	Poor.....	Poor.....	Poor.....	None.....	None.....	Rented.
Wormley.....	Furnace.....	Excellent.....	Excellent.....	Excellent.....	Excellent.....	Limited.....	Owned.
1606 M street nw. ^f	Steam.....	Fair.....	Fair.....	Good.....	None.....	None.....	Rented.
St. Luke's Parish Hall, Fifteenth and Church streets. ^g	Stoves.....	do.....	do.....	do.....	do.....	do.....	Do.
1120 Twentieth street nw. ^h	do.....	Poor.....	Poor.....	Poor.....	do.....	do.....	Do.
1024 Twenty-first street nw. ⁱ	Latrobes.....	do.....	do.....	do.....	do.....	do.....	Do.

^a A fan is needed.^b Indicates dry closets. Provision has been made for new closets.^c Used by graded schools.^d Except in northeast and northwest rooms on first floor.^e Used for kindergarten.^f Used by cutting and fitting classes.^g Used by an atypical school.^h Used for cooking school.ⁱ Used by an incorrigible school.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
Briggs.....	4	4	1, 1, 1, 2	.....
Magruder.....	4	4	1, 1, 2, 2	.....
Miner.....	2	.....	1, 2	.....
Montgomery.....	2	4	1, 2	.....
Phillips.....	2	4	1, 1, 2, 2	.....
Reno.....	2	.....	1, 2	.....
Stevens.....	6	6	1, 1, 2, 2, 2	.....
Wilson.....	4	.....	1, 1, 2, 2	.....
Wormley.....	4	4	1, 1, 2, 2	.....
Total.....	32	26	.....	.....

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	5	225	167	218	149	209	143	32.1	29.8
Seventh.....	8	7	291	269	253	248	242	242	36.3	30.2
Sixth.....	9	8	388	328	333	290	318	276	43.1	35.2
Fifth.....	11	11	470	409	399	366	384	348	42.7	34.9
Fourth.....	13	11	502	494	450	448	427	426	38.6	32.8
Third.....	13	13	565	489	473	428	448	408	43.4	34.4
Second.....	18	14	719	609	625	578	595	550	39.9	33.0
First.....	17	18	800	891	702	702	649	655	47.0	38.1
Total.....	96	87	3,960	3,656	3,453	3,209	3,272	3,048	41.2	34.0
Kindergarten.....	6	5	295	263	207	187	185	170	49.1	30.8
Total.....	102	92	4,255	3,919	3,660	3,396	3,457	3,218	41.7	33.8

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attendance, 1907-8.	Cases of tardiness.		Tardi- ness of teachers, 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....	98.2	20	44	.....	6.0	5.0
October.....	96.1	347	200	7	13.0	24.0
November.....	95.3	376	279	2	58.0	14.0
December.....	93.3	285	209	3	45.5	10.5
January.....	92.9	397	298	8	58.5	48.0
February.....	93.6	304	193	16	44.5	28.0
March.....	94.0	328	198	.....	58.5	36.0
April.....	93.9	242	170	3	13.0	48.0
May.....	93.2	309	224	9	26.5	45.5
June.....	95.5	108	45	2	23.5	28.0
Total.....	94.2	2,716	1,860	50	347.0	287.0

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 2.....	76
Other normal schools.....	4
Colleges.....	2
Kindergartens.....	12
Nongraduates of above courses, viz.:	
Graduates from academies or high schools, with or without advanced courses.....	6
Elementary education plus irregular or incomplete advanced courses.....	6
Total.....	106

ELEVENTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Bruce, Marshall street between Georgia and Sherman avenues nw.....	7-8	.....	5-6	.....	4-3	.....	1	2	1	7	a 8	b 8
Bunker Hill Road, Bunker Hill road.....	4-7	.....	.....	.....	.....	.....	1-3	2	.....	2	1	2
Cook, O street between Fourth and Fifth streets nw	1	.....	1	1	1	1	2	2	.....	9	c 11	9
Fort Slocum, Blair road.....	.....	.....	.....	.....	3-5	.....	1-2	2	.....	2	1	2
Garnet, U and Tenth streets nw.....	1	1	1	2	3	1	2	2	.....	13	d 12	13
Garnet Annex (Lincoln Temple), Eleventh and R streets nw.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1	1	1
Garrison, Twelfth street between R and S streets nw	1	1	1	1	1	1	2	2	.....	10	8	10
Langston, P street between North Capitol and First streets nw.....	.....	1	1	1	1	1	1	1	1	8	e 8	b 9
Military Road, Military road, near Brightwood, D. C.	5-8	.....	.....	.....	3-4	.....	.....	.....	.....	2	2	2
Military Road Annex.....	.....	.....	.....	.....	.....	.....	1-2	.....	.....	1	1	1
Mott, northwest corner of Sixth and Trumbull streets nw.....	1	1	1	1	1	2	3	3	.....	13	10	13
Mott Annex (Lincoln Chapel), southwest corner Sixth and Trumbull streets nw.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1	b 2
Orphans' Home, Eighth street extended.....	4-7	.....	.....	.....	1-3	.....	.....	.....	.....	2	2	2
Patterson, Vermont avenue near U street nw.....	.....	1	1	1	1	2	1	3	.....	10	8	10
Patterson Annex (Seventh Day Adventists' Church), Tenth and V streets nw.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1	f 3
Slater, P street between North Capitol and First streets nw.....	1	.....	1	1	1	1	2	3	.....	10	8	10
Total number of schools:												
1908.....	7	7	8	8	11	12	15	20	4	92	83	97
1907.....	6	5	6	9	12	11	18	22	3	92	82	95

a Includes room used for cooking school and one room used for cutting and fitting.

b Includes assistant kindergarten teacher.

c Includes one room used for cooking school, one room used for manual training school, one room for in corrigible school, and one for engine room.

d One room used for cooking school.

e One room used for cutting and fitting school.

f Includes two assistant kindergarten teachers.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Bruce.....	Furnace...	Excellent.	Excellent.	Good.....	Excellent.	Good.....	Owned.
Bunker Hill Road..	Stoves....	Good.....	Poor.....	Poor.....	None.....	do.....	Do.
Cook.....	Stoves and furnace.	Excellent.	Good.....	Good.....	do.....	None.....	Do.
Fort Slocum.....	Stoves....	Good.....	Poor.....	Poor.....	Poor.....	Good.....	Do.
Garnet.....	Steam.....	Excellent.	Good.....	Excellent.	Fair.....	Poor.....	Do.
Garnet Annex, Lincoln Temple, Eleventh and R streets nw. ^a	Stoves....	Good.....	do.....	Poor.....	None.....	None.....	Rented.
Garrison.....	Furnace...	Excellent.	do.....	Good ^b	Excellent.	Ample....	Owned.
Langston.....	do.....	Good.....	Excellent.	Excellent.	do.....	Poor.....	Do.
Military Road.....	Stoves....	Fair.....	Poor.....	Poor.....	None.....	Excellent.	Do.
Military Road Annex.	do.....	do.....	Fair.....	do.....	do.....	Ample....	Do.
Mott.....	do.....	do. ^c	Poor.....	Excellent.	do.....	Fair.....	Do.
Mott Annex, Lincoln Chapel, southwest corner Sixth and Trumbull streets nw. ^d	do.....	Good.....	Good.....	None.....	do.....	None.....	Rented.
Orphans' Home.....	Furnace...	Excellent.	Fair.....	Good.....	Excellent.	Good.....	(^e)
Patterson.....	do.....	Good.....	do.....	Fair ^b	Fair.....	Poor.....	Owned.
Patterson Annex, Seventh Day Adventists' Church. ^d	do.....	do.....	Good.....	Good.....	None.....	None.....	Rented.
Slater.....	do.....	Excellent.	Fair.....	Fair.....	Good.....	Poor.....	Owned.

^a Used by graded school.^b Indicates dry closets. Provision has been made for new closets.^c Except in two rooms, in which the light is poor.^d Used by kindergarten.^e Neither owned nor rented.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
Banneker ^a		2		
Benning Road and Annexes ^a		2		
Bruce.....	2		1, 1	
Burrville and Annexes ^a		2		
Cook.....	4	4	1, 1, 2, 2	
Douglass ^a		4		
Garnet.....	4		1, 1, 2, 2	
Garrison.....	4		1, 1, 2, 2	
Ivy City and Annexes ^a		2		
Jones ^a		2		
Langston.....	2		1, 2	
Logan ^a		4		
Lovejoy and Annexes ^a		4		
Mott.....	6		1, 1, 1, 2, 2, 2	
Payne ^a		2		
Patterson.....	4		1, 1, 1, 2	
Simmons ^a		6		
Slater.....	4		1, 1, 1, 2	
Total.....	30	34		

^a See twelfth division, to which building was transferred for 1908.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	6	217	179	220	148	212	139	31.0	30.2
Seventh.....	7	5	258	173	217	153	209	148	36.8	30.1
Sixth.....	8	6	354	257	294	221	284	213	44.2	36.7
Fifth.....	8	9	411	372	366	334	350	315	51.3	45.2
Fourth.....	11	12	478	486	411	433	391	407	43.4	37.3
Third.....	12	11	466	567	422	497	404	466	38.8	35.1
Second.....	15	18	703	660	615	583	581	551	46.8	41.0
First.....	20	22	847	1,137	730	906	671	843	42.3	36.5
Total.....	88	89	3,734	3,831	3,275	3,275	3,102	3,082	42.4	37.1
Kindergarten.....	4	3	229	161	159	112	148	102	57.2	53.0
Total.....	92	92	3,963	3,992	3,434	3,387	3,250	3,184	43.0	37.2

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1907-8.	Cases of tardiness.		Tardiness of teachers, 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....	98.3	9	63	1	.....	0.5
October.....	96.8	261	358	1	6.5	32.5
November.....	95.8	312	255	1	21.5	19.5
December.....	94.2	290	293	2	25.0	12.5
January.....	93.6	390	390	.....	59.0	30.0
February.....	94.4	270	273	2	35.0	47.5
March.....	94.7	311	243	3	41.5	21.5
April.....	94.6	201	271	.....	12.5	32.5
May.....	93.8	248	293	2	25.5	29.5
June.....	96.2	69	131	.....	4.0	9.0
Total.....	95.0	2,361	2,570	12	230.5	235.0

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 2.....	75
Other normal schools.....	4
Colleges.....	3
Kindergartens.....	9
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	4
Elementary education plus irregular or incomplete advanced courses.....	2
Total.....	97

TWELFTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Banneker, Third street, between K and L streets nw.	1	1	1	1	1	2	2			10	8	10
Benning Road, near Benning	6-8			3-5						2	2	2
Benning Road Annex					2-3			1		2	2	2
Burrville, Burrville		5-7				1-2				2	2	2
Burrville Annex (Contee's Chapel)				3-4						1	1	1
Burrville Annex, 4724 Sheriff road						1-2	1	2	1	2	1	2
Douglass, First and Pierce streets nw			1	1	1	2	2	2	1	10	8	a 11
Ivy City, Ivy City		5-7		3-4		1				3	2	3
Ivy City Annex, 102 Fenwick street ne.							1			1	1	1
Jones, L and First streets nw	1	1	1	1	2	1	2	2	1	9	8	9
Lincoln, Second and C streets se	1	1	1	1	2	2	2	2		12	b 12	12
Logan, Third and G streets ne	1	1	1	1	1	2	2	2		10	8	10
Lovejoy, Twelfth and D streets ne	7-8		1	1	1	2	2	2		10	8	10
Lovejoy Annex (Israel Baptist Church)								1		1	1	1
Lovejoy Annex, 1129 G street ne									1	c 3	a 2	
Payne, Fifteenth and C streets se				1	2	1	2	3	1	10	8	a 11
Simmons, Pierce street, between First street and New Jersey avenue nw				1	1	2	3	4		11	8	11
Total number of schools:												
1908.	6	6	6	9	13	13	18	23	3	97	83	100
1907.	6	6	7	10	11	12	13	20	5	90	80	97

a Includes assistant kindergarten teacher.

b Includes one room used for cooking school and one room used for cutting and fitting school.

c Two rooms used for other purposes.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Banneker.	Furnace.	Excellent.	Excellent.	Excellent.	Damp.	Poor.	Owned.
Benning Road.	Stoves.	Good.	Fair.	Poor.	None.	Fair.	Do.
Benning Road Annex.	do.	do.	Poor.	do.	do.	do.	Do.
Burrville.	do.	Fair.	Fair.	do.	do.	do.	Do.
Burrville Annex (Contee A. M. E. Z. Church). ^a	do.	Good.	Poor.	do.	do.	do.	Rented.
Burrville Annex, 4724 Sheriff road. ^a	do.	Fair.	Fair.	Fair.	do.	do.	Do.
Douglass.	Furnace.	Excellent.	Excellent.	do. ^b	Excellent.	Poor.	Owned.
Ivy City.	Stoves.	Good.	Poor.	Poor.	None.	do.	Do.
Ivy City Annex, 102 Fenwick street ne. ^c	do.	Fair.	do.	Insufficient.	do.	None.	Rented.
Jones.	Furnace.	Excellent.	Good.	Excellent.	Excellent.	Poor.	Owned.
Lincoln.	Steam.	Fair.	Fair.	Good.	Fair.	Small.	Do.
Logan.	Furnace.	Excellent.	Excellent.	Fair. ^b	Good.	Poor.	Do.
Lovejoy.	do.	do.	do.	Good.	Excellent.	Small.	Do.
Lovejoy Annex (Israel Baptist Church, Eleventh street between F and G streets ne). ^a	do.	Good.	Good.	Poor.	None.	None.	Rented.
Lovejoy Annex, 1129 G street ne. ^c	Latrobe.	do.	do.	Good.	do.	Large.	Do.
Payne.	Furnace.	Excellent.	Excellent.	do.	Excellent.	Fair.	Owned.
Simmons.	do.	do.	do.	Excellent.	Good.	do.	Do.

a Used for graded school.

b Indicates dry closets. Provisions have been made for new closets.

c Used for kindergarten.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
Banneker	4		1, 1, 2, 2	
Burrville and annexes	2		1, 1, 2	
Douglass	4		1, 1, 2, 2	
Garnet ^a		4		
Garrison ^a		4		
Ivy City and annexes	2		1, 2	
Jones	2		1, 1	
Langston ^a		2		
Lincoln	4		1, 1, 2, 2	
Logan	4		1, 1, 2, 2	
Lovejoy and annexes	4		1, 1, 2, 2	
Mott ^a		8		
Patterson ^a		4		
Payne	4		1, 1, 1, 2	
Simmons	6		1, 1, 1, 1, 2, 2	
Slater ^a		4		
Wilson ^b		4		
Total	36	30		

^a See eleventh division, to which building was transferred for 1908.^b See tenth division, to which building was transferred for 1908.TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enrollment.	Based on average enrollment.
Eighth	6	5	199	166	177	156	166	151	33.1	29.5
Seventh	6	7	205	301	187	277	176	268	34.1	31.3
Sixth	6	7	266	303	221	272	213	259	44.3	36.8
Fifth	9	10	387	388	323	344	308	334	43.0	35.8
Fourth	13	11	558	453	478	389	448	373	42.8	36.7
Third	13	12	609	511	507	457	476	431	46.7	39.0
Second	18	13	722	585	639	542	600	509	40.1	35.5
First	23	20	973	969	818	791	749	746	42.3	35.5
Total	94	85	3,919	3,706	3,350	3,228	3,136	3,071	41.6	35.6
Kindergarten	3	5	151	277	114	186	105	171	50.3	38.0
Total	97	90	4,070	3,983	3,464	3,414	3,241	3,242	41.9	35.7

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1907-8.	Cases of tardiness.		Tardi- ness of teachers, 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....	98.0	24	42	2	10.0	2.0
October.....	95.7	271	244	4	23.0	16.0
November.....	94.6	286	286	3	20.5	23.5
December.....	92.8	287	271	7	28.5	4.5
January.....	91.8	397	445	11	47.5	56.5
February.....	90.0	293	299	8	22.5	31.5
March.....	93.6	286	274	5	27.5	12.0
April.....	93.1	289	264	3	11.5	45.0
May.....	92.1	293	225	8	42.5	26.5
June.....	95.3	97	113	2	15.0	13.0
Total.....	93.6	2,523	2,463	53	248.5	230.5

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 2.....	82
Other normal schools.....	5
Colleges.....	2
Kindergartens.....	6
Nongraduates of above courses, viz:	
Graduates of academies or high schools with or without advanced courses.....	5
Elementary education plus irregular or incomplete advanced courses.....	0
Total.....	100

THIRTEENTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Ambush, L street, between Sixth and Seventh streets sw.....	1	1	1	2	1	1	2	2	9	8	8	9
Bell, First street, between B and C streets sw.....	1	1	1	1	2	2	2	2	11	8	8	11
Birney, Nichols avenue, Hillside.....	1	1	1	1	2	2	2	2	9	8	8	9
Birney Annex, rear of Birney.....	1	1	1	2	2	2	2	2	1	6	6	7
Bowen, Ninth and E streets sw.....	1	1	1	1	2	2	2	2	1	9	8	10
Cardozo, I street, between Half and First streets sw.....	1	1	1	1	2	2	4	4	11	8	8	11
Garfield, Garfield, D. C.....	7-8	5-6	1	1	1	2	2	2	1	7	6	7
Garfield Annex (Emanuel Chapel).....	6-7	1	1	1	1	1	1	1	1	1	1	1
Garfield Annex (Garfield Hall).....	1	1	1	1	1	1	1	1	1	1	1	1
Giddings, G street, between Third and Fourth streets se.....	1	1	1	1	1	1	2	2	1	10	8	11
Randall, First and I streets sw.....	1	2	1	2	1	2	2	2	11	12	11	11
Randall Annex (Samaritan Temple), 229 I street sw.....	1	1	1	1	1	1	1	1	1	1	1	1
Syphax, Half street, between N and O streets sw.....	1	1	1	1	1	2	2	2	1	9	8	10
Syphax Annex (Rehoboth Chapel).....	1	1	1	1	1	1	1	1	1	1	1	1
Total number of schools:												
1908.....	4	7	8	9	13	12	16	20	6	95	85	101
1907.....	5	6	9	12	14	13	17	22	5	103	94	109

^a One room used for manual training and one room for cutting and fitting school.

^b Includes assistant kindergarten teacher.

^c One room used for cooking school and one room used for cutting and fitting school.

^d One room used for manual training, one for cooking, and one for cutting and fitting school.

^e One room occupied by the incorrigible school.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Anacostia road.....	Stoves.....	Good.....	Fair.....	Poor.....	None.....	Ample.....	Owned.
Ambush.....	Furnace.....	Excellent.....	Good.....	Excellent.....	Excellent.....	Small.....	Do.
Bell.....	do.....	do.....	do.....	Very bad.....	Fair.....	do.....	Do.
Bell Annex, 404 First street sw. ^a	Latrobe.....	Fair.....	Fair.....	Good.....	None.....	do.....	Rented.
Birney.....	Furnace.....	Excellent.....	Good.....	Excellent.....	Excellent.....	Ample.....	Owned.
Birney Annex.....	Stoves.....	Good.....	Poor.....	None.....	None.....	do.....	Do.
Bowen.....	Furnace.....	Excellent.....	Good.....	Excellent.....	Excellent.....	Small.....	Do.
Cardozo.....	do.....	do.....	Excellent.....	do.....	do.....	do.....	Do.
Garfield.....	Stoves.....	Good.....	Poor.....	Very bad.....	None.....	Ample.....	Do.
Garfield Annex, Emanuel Chapel, Garfield, D. C. ^b	do.....	do.....	Good.....	Excellent.....	do.....	Small.....	Rented.
Garfield Annex, Garfield Hall, Garfield, D. C. ^c	do.....	do.....	do.....	Poor.....	do.....	Ample.....	Do.
Giddings.....	Furnace.....	Excellent.....	do.....	Excellent.....	Excellent.....	Excellent.....	Owned.
Randall.....	do.....	do.....	Excellent.....	do.....	None.....	Small.....	Do.
Randall Annex, Samaritan Temple, 229 I street, sw. ^d	Stoves.....	Fair.....	Poor.....	Poor.....	do.....	None.....	Rented.
Syphax.....	Steam e.....	Excellent.....	Fair.....	Excellent.....	do.....	Small.....	Owned.
Syphax Annex, Rehoboth Chapel, First street between N and O streets sw. ^b	Furnace.....	do.....	do.....	Good.....	do.....	None.....	Rented.
Hillsdale f.....	Stoves.....	Fair.....	Poor.....	Poor.....	do.....	Ample.....	Owned.

^a Used for graded school; vacated.^b Used for graded school.^c Used for kindergarten, cooking school, and cutting and fitting classes.^d Used for kindergarten and incorrigible school.^e Very unsatisfactory.^f Used for manual training, cooking and cutting and fitting classes.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
Ambush.....	2	2	1, 1	
Bell.....	6	4	1, 1, 2, 2, 3, 3	2
Birney and Annex.....	8	2	1, 1, 2, 2, 3, 3, 4, 4	4
Bowen, Anthony.....	2	4	1, 1	
Cardozo.....	6	6	1, 1, 1, 1, 2, 2	
Garfield.....	2	2	1, 1	
Giddings.....	4	4	1, 1, 2, 2	
Lincoln ^a	4	4	1, 1, 2, 2	
Randall.....	4	4	1, 1, 2, 2	
Syphax.....	2	2	1, 1	
Total.....	36	32		6

^a See twelfth division, to which building was transferred for 1908.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	4	5	120	170	101	148	97	142	30.0	25.2
Seventh.....	7	6	232	220	203	192	195	186	33.1	29.0
Sixth.....	8	9	304	340	271	302	258	291	38.0	33.8
Fifth.....	9	12	382	448	308	395	292	378	42.4	34.2
Fourth.....	13	14	474	544	447	492	420	468	36.4	34.3
Third.....	12	13	465	611	425	526	400	499	38.7	35.4
Second.....	16	17	643	645	557	570	522	534	40.1	34.8
First.....	20	22	855	1,003	747	855	649	785	42.7	37.3
Total.....	89	98	3,475	4,071	3,059	3,480	2,833	3,283	39.0	34.3
Kindergarten.....	6	5	310	241	207	165	188	151	51.6	34.5
Total.....	95	103	3,785	4,312	3,266	3,645	3,021	3,434	39.7	34.3

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance, 1907-8.	Cases of tardiness.		Tardiness of teachers, 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....	98.1	14	42	.....	5.0	11.0
October.....	96.0	220	289	3	36.5	21.0
November.....	94.6	312	278	11	28.5	22.5
December.....	92.6	281	317	7	18.0	12.0
January.....	91.2	298	331	17	55.5	21.5
February.....	92.8	206	257	11	57.5	24.5
March.....	93.9	270	215	12	34.5	55.5
April.....	93.5	125	234	6	18.5	52.5
May.....	92.6	197	276	5	22.0	19.0
June.....	95.3	58	99	3	24.0	21.0
Total.....	93.7	1,981	2,338	75	300.0	260.5

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 2.....	76
Other normal schools.....	4
Colleges.....	1
Kindergartens.....	12
Nongraduates of above courses, viz:	
Graduates of academies or high schools with or without advanced courses.....	5
Elementary education plus irregular or incomplete advanced courses.....	3
Total.....	101

UNGRADED SCHOOLS—10-13 DIVISIONS.

TABLE I.—*Showing location of buildings and distribution of atypical and incorrigible schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Ungraded.	Total.	Schoolrooms.	Teachers.
Atypical:													
Cardozo, I street, between Half and First streets sw.....										1	1	(a)	1
Garnet, Tenth and U streets nw.....										1	1	(b)	1
St. Luke's Parish Hall, Fifteenth and Church streets nw.....										1	1	1	1
Incorrigible:													
Cook, O street, between Fourth and Fifth streets nw.....										1	1	(c)	1
Samaritan Temple, 229 I street sw.....										1	1	(c)	1
Stevens Annex, 1024 Twenty-first street nw.....										1	1	1	1
Total number of schools:													
1908.....										6	6	2	6
1907.....										6	6	2	6

a Occupying hall room.*b* Occupying room formerly used as teachers' retiring room.*c* Room counted in with building elsewhere.TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Atypical:							
Cardozo.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Garnet.....	(b)	(b)	(b)	(b)	(b)	(b)	(b)
St. Luke's Parish Hall	(c)	(c)	(c)	(c)	(c)	(c)	(c)
Incorrigible:							
Cook.....	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Samaritan Temple, 229 I street sw.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Stevens Annex, 1024 Twenty-first street nw.....	(c)	(c)	(c)	(c)	(c)	(c)	(c)

a See Table II, thirteenth division.*b* See Table II, eleventh division.*c* See Table II, tenth division.TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1908.	Number above second grade, 1908.
	1908.	1907.		
None.....				

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enroll-ment.		Average enroll-ment.		Average daily attendance.		Average number of pupils per teacher, 1908.	
	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	Based on whole enroll-ment.	Based on average enroll-ment.
Eighth.....				1						
Seventh.....				1		1		1		
Sixth.....				4		4		4		
Fifth.....		3		4		3		3		
Fourth.....		3		11		9		8		
Third.....				21		15		13		
Second.....				19		13		12		
First.....				18		14		13		
Total.....	6	6	80	79	54	59	48	54	13.3	9.0
Kindergarten.....										
Total.....	6	6	80	79	54	59	48	54	13.3	9.0

a Not distributed among respective grades because of diversity in progress in studies varying widely from regular course.

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1907-8.	Cases of tardiness.		Tardi- ness of teachers 1907-8.	Substitute service.	
		1907-8.	1906-7.		1907-8.	1906-7.
September.....	95.0	1				
October.....	93.0	8		1		
November.....	91.4	2			3.0	
December.....	91.7	1	1	2		
January.....	90.4	6	5	1	5.0	
February.....	92.5	7	4			
March.....	91.3	3	3		2.0	
April.....	90.1	5	2	2		2.0
May.....	89.7	4	5			1.0
June.....	93.9		1			
Total.....	91.5	37	21	6	10.0	3.0

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 2.....	5
Other normal schools.....	0
Colleges.....	1
Kindergartens.....	0
Nongraduates of above courses, viz:	
Graduates of academies or high schools, with or without advanced courses.....	0
Elementary education plus irregular or incomplete advanced courses.....	0
Total.....	6

REPORT OF ASSISTANT SUPERINTENDENT HUGHES.

SIR: You fully realize the varied duties attaching to the position of assistant superintendent of public schools. I am sure, therefore, that you will pardon the fact that I have made report upon so many phases of our school work, merely suggesting conditions and possible improvements, without undertaking to exhaust any one of the topics. I shall feel gratified if the report is a help to you in any way.

COURSES OF STUDY.

The past year has seen the completion and publication of new courses of study in the subjects of arithmetic in the grade and high schools and history in the grade schools. A new course in English for the grade schools is expected to be ready by the opening of school in September. In the preparation of each of these courses the committee was selected with a view to getting experienced teachers who had shown their own ability in the special subject whose course was to be worked out. The work was not expected to be something entirely new and startling. The committee was instructed to go over the course then in operation and keep all that was good; if necessary, to modify it by adding new work to it, or by subtracting from it, in order that what was offered should present the very best course it was possible to obtain. Each committee understood that it had a distinct problem in its own subject, and that this consideration was primary and was to be worked out as effectively as possible, but it was also to consider the bearing of that subject upon other subjects in the school course, to the end that all of the subject-courses working together should bring the best educational results to the children. I believe each committee has aimed at this thing, and that the work of the schools will be improved as far as mere provision of courses can do.

It is understood that the courses submitted are all tentative. They are being tried out and teachers and principals have been asked to suggest any changes that will make them more effective.

The recent publication of the course in English in the high schools and its acquaintance by persons in other parts of the country is bringing words of high commendation from teachers interested in that line of work.



BRIGHTWOOD SCHOOL BUILDING.



The past year has seen the modification of all of the high school courses. The group system of studies still obtains in accordance with our past experience and the practice in the best schools elsewhere. The changes in the academic high schools were mainly the separation of the modern language and history courses, the introduction as a subject, optional with history, of a science in some of the first-year courses, and the offering of French as an elective in the second year. In the Business High School, a new four-year course has been introduced. The previous two-year course has been retained and subjects have been so arranged that a pupil may readily go from the two-year to the four-year course. Other subjects have been added and the former subjects have in some cases been extended.

The present courses in the McKinley Manual Training School show some modification from the previous courses.

It is my opinion that the work of our schools throughout may be bettered in the reduction of the number of things undertaken and the more thorough training in those retained. With the very best efforts on the part of a conscientious, earnest body of teachers the results obtained can not be the same, when the attention of teachers and children is given to so many things, as will be the case when attention and effort are better concentrated. I believe a simplification of our courses of study, both in the grades and in the high schools, will bring more satisfactory results. The declaration of the National Education Association, at its meeting held in Cleveland, Ohio, July 1, 1908, contains the following very sound doctrine:

We recommend the subordination of highly diversified and overburdened courses of study in the grades to a thorough drill in essential subjects, and the sacrifice of quantity to an improvement in the quality of instruction. The complaints of business men that pupils from the schools are inaccurate in results and careless of detail is a criticism that should be removed. The principles of sound and accurate training are as fixed as natural laws and should be insistently followed. Ill-considered experiments and indiscriminate methodizing should be abandoned and attention devoted to the persevering and continuous drill necessary for accurate and efficient training; and we hold that no course of study in any public school should be so advanced or so rigid as to prevent instruction to any student who may need it, in the essential and practical parts of the common English branches.

BOOKS.

One of the most serious difficulties under which the grade schools have labored during the past year is the lack of text-books. Many of the texts used have been furnished only in half sets. Others have been in such condition as to be a constant menace to health, as well as a constant lesson of impropriety. The funds at our disposal, however, have only permitted the replacing of a small part of these books by others.

We are expected to demand the best work of our teachers, while we are unable to supply them with the necessary books for its accomplishment.

MANUAL TRAINING WORK.

The value of manual training as a part of the course of study in the public schools is a matter past discussion. Nothing more conclusively proves the prophetic wisdom of the late Supt. William B. Powell in educational matters than do the results of this work. Introduced and fostered by him, it has grown beyond all anticipation, and its influence upon our educational system is not to be measured.

The children in the primary grades have for a long time had considerable manual work, and this has been greatly extended by Miss E. V. Brown, director of primary instruction, during the last two years.

The courses in drawing throughout both primary and intermediate grades are introducing considerable work of this kind.

Sewing has been taught to the girls of our schools in the third, fourth, fifth, and sixth grades for years. Cooking has been taught in the seventh and eighth grades.

The boys in the seventh and eighth grades have been taught the early steps in carpentry and joinery.

The only place in our grades where distinctly manual training work is weak is in the boys' classes of the fifth and sixth grades. Mr. J. A. Chamberlain, supervisor of manual training, has strongly recommended that manual training courses be introduced in these grades, and the only reason for not carrying out this recommendation is that our appropriations will not permit of this extension of manual training work. As soon as sufficient funds are available, such courses will be submitted. If this were done the boys and girls in our grade schools would have systematic instruction in this subject throughout.

As director of high schools, in my annual report of 1903-4, page 188, I made the following statement:

Permit me to say to you that I have always thought, and now more strongly than ever before, that the subject of manual training should never have been put out of the reach of the pupils in the academic high schools of this city. Every high-school boy should have the privilege of taking manual training, and he should enjoy that privilege not at the expense of having to relinquish the academic courses of the high schools, as now happens, but he should be permitted to have the advantages of some work in manual training along with these courses. Unfortunately, the latter privilege is denied him, and before he knows the advantage of either course to him, even as he comes from the eighth grade, he is compelled to make a choice which may preclude him from most essential advantages in either direction. Is it desirable that the trained mind must mean an untrained hand any more than that the trained hand must mean an untrained mind? I think not. In addition would not such a chance under proper encouragement develop in all of our pupils a greater respect for labor and the so-called laboring classes of our country? No one appreciates the dignity of labor better than the man who has learned to work with his hands as well as with his mind.

I desire to reiterate that statement, urging the extension of manual training courses to the white academic and business high schools of this city.

There is no valid reason why such beneficial training should cease when the boy or girl goes from the grade school to the high school. Before the erection of the McKinley Manual Training School it was possible for any pupil entering the Central High (an academic) School to continue his work in manual training as an adjunct to his work in either classical or scientific courses. With the separation of the manual training courses in the McKinley School all pupils in the high schools taking academic courses were deprived of this privilege. It seems to me that opportunities for such work should be within the reach of every pupil in each of the high schools.

It would not be at all necessary to equip these schools in the extensive manner in which the McKinley is equipped. Certain kinds of manual training work might well be carried on with a very moderate outlay, but with great advantage to the pupils concerned.

In this connection let me also suggest the continuance through all of the high schools of courses of a vocational nature for girls. It is my opinion that every girl who attends the high school should be required to study the general principles of housekeeping, nursing of the sick, care of children, etc. By far the greater portion of the girls who attend our schools sooner or later become wives and mothers. The sewing and cooking of the grades lays a foundation for domestic welfare. But, just as was noted above in the case of the boys, when the girls leave the eighth grade, unless they elect to go to the McKinley Manual Training School, there is, under our present scheme, absolutely no possibility of their securing any instruction in the practical lines above noted. Even in the McKinley School, I doubt if many of the girls take domestic science and domestic art with a view to home making. They are probably more influenced by the thought of making a living thereby. The courses suggested above should have as their definite aim the fitting of our girls for home making. They should be required of every girl in the high schools.

UNGRADED AND ATYPICAL SCHOOLS.

The ungraded and atypical schools which were authorized by the compulsory education act of June 8, 1906, were first started in 1906-7. Their results that year hardly justified their existence. At the close of the year I urged more effective organization of this group of schools by the appointment of one of the supervising principals, who should have special charge of this work. At the beginning of the year 1907-8 this was done, and Mr. W. B. Patterson, supervising principal of the fourth division, was appointed. Under his direction the work has become better systematized and is producing better results. Two

things present serious difficulty, the scarcity of well-trained teachers for this group of pupils and the practical impossibility of securing suitable accommodations in convenient neighborhoods under the crowded condition existing in our schools. In no case, in the white schools at least, has ample room for such a class yet been found in a school building. The nearest approach to such a condition is in the case of the one class located in the Gales School—but even this is crowded.

The difficulty of securing teachers is even greater. The only solution which so far has presented itself is the taking of strong teachers from our own grade schools and training them for this special work—a process both slow and costly, but the best we know.

NIGHT SCHOOLS.

The attendance in the night schools has been greater than in any preceding year. The session has run eighty nights, taking the work up into May. This is somewhat longer than is judged profitable. It is suggested that the night school work cease at Easter as a regular thing.

The director of night schools has been trying to systematize the work more fully, in order that the progress of pupils may be more orderly and that the results may more nearly correspond with those of the day schools. If this is done, and I think it should be done, the same credit should be given in the night schools as is given in the day schools, both in grades and high schools. In the night high schools the courses offered should ultimately lead to the regular high-school diploma when the equivalent amount of work has been accomplished.

In this connection I am glad to commend the special work done in the foreign classes of the night schools, in both the Franklin and the Jefferson schools.

TEACHERS.

It was hoped when the present organic law went into effect the difficulty of securing the best teachers for the public schools of Washington had been minimized, but we still labor under the old burdens. Notwithstanding the increase in salaries carried by the act of 1906, we are not able to draw the best teachers from other places either for our high schools or our grades. We still suffer famine in this line. Modifications of our salary schedules would help us so far as outside teachers are concerned. This, with better normal school facilities, would increase our home product. If these things were done the supply of teachers would be increased. If, in addition, a proper pension system were provided, as the board of education has recommended, the teacher problem, now so serious in this city, would be practically solved.

DUTIES OF ASSISTANT SUPERINTENDENT, HIGH SCHOOL PRINCIPALS,
AND HEADS OF DEPARTMENTS.

The present law governing the schools has left the duties of the assistant superintendent of white schools with reference to high schools and those of the heads of departments in the high schools in a most unsatisfactory and anomalous position. The relations of both of the above groups of officers with the principals of the high schools should be clearly defined. The former superintendent of schools was again and again urged to attempt to straighten out this condition with the help of the board of education, but the work was never undertaken. The matter is still unsettled and should be properly adjusted without delay.

BUILDINGS.

The lack of rooms for the proper accommodation of our school population is still pressing. The improvement in this line, effected through the efforts of the present board of education, and the generosity of Congress has been marked; but we still find it impossible to put our first and second grade schools on more than a half day schedule. It is hoped the time will come when this condition may be corrected.

MILITARY MATTERS.

The High School Cadet Regiment was organized about the 1st of October. There was an increase of one company over the number of companies last year, making eleven companies in the organization. Of these, the three located at the Central High School constituted the First Battalion; the one at the Eastern, the one at the Western, and the two at the Business High School constituted the Second Battalion; the four companies at the McKinley Manual Training School constituted the Third Battalion.

The regiment was uniformed by the middle of December in a very satisfactory manner. The suits were furnished by the same firm which has had the contract during the past five years.

The George Washington Association, of Alexandria, Va., requested that the cadets be allowed to participate in the procession on the 22d of February in the city of Alexandria. This privilege was granted by the board of education, and the organization made a fine appearance on that occasion. The extreme cold of the day proved a somewhat disagreeable feature, but with extra caution on the part of the principals of the several high schools injury to the health of the cadets seemed to be avoided.

The annual regimental parade and review on the White Lot occurred May 18. The rendezvous of the organization was at Sixth

street and Louisiana avenue. Preceded by the United States Marine Band, whose services were granted to the board of education through the courtesy of the Assistant Secretary of the Navy, Hon. Truman H. Newberry, the regiment marched down Sixth street to Pennsylvania avenue, up that street past the White House to Seventeenth street, from which it entered the White Lot. The reviewing officer was Maj. Gen. William P. Duvall, U. S. Army, Assistant Chief of Staff, accompanied by his aide, Capt. Fred Sladen. At the close of the review General Duvall spoke in the highest terms of the organization. He later expressed his feeling about the matter in the following letter, which was published in most of the newspapers of the city for the information of parents and friends of the cadets:

MAY 21, 1908.

MR. P. M. HUGHES,

Assistant Superintendent of Public Schools,

Franklin School Building,

Washington, D. C.

MY DEAR SIR: I have just received your courteous and graceful note expressing thanks on behalf of the board of education, the school officials, and the High School Cadets for my services in reviewing the cadet regiment on Monday last. In return, permit me to assure you and all those associated with you in the noble work, the precious work of teaching, training, and molding the youth of the city, that if the results attained in the cadet regiment are a fair criterion of your general achievement you have, indeed, abundant reason to be not only satisfied with, but proud of what you are accomplishing.

The soldierly bearing, neatness of individual appearance, excellent marching, and, above all, the marked steadiness in ranks, amounting to rigidity, of the cadets during the inspection of general appearance—all these demonstrated conclusively the unqualified success of your methods, a success which ought to be, and I do not doubt that it is, a source of great gratification to the families and friends of the beneficiaries.

Thanking you for giving me the opportunity for so pleasurable an experience as that in question, I am,

Very sincerely,

WM. P. DUVAL,

Major-General, U. S. Army.

In consequence of General Duvall's high esteem of the cadets, the board of education was requested to permit the organization to parade with the United States troops on the occasion of the funeral of Gen. George Clinton, of New York, former Vice-President of the United States. This event occurred May 27. The heat was unbearable, but with the exception of two or three cases of boys being overcome the organization stood the stress of the weather in a remarkable manner.

The annual competitive drill of the regiment occurred at the American League Baseball Park June 2 and 3. Never before has so large a crowd witnessed this yearly event. The contest resulted in the award of the flag to Company D, Third Battalion, of the McKinley Manual Training School. Company D has the unprecedented distinction of having carried off the honors two years in

succession. The prize flag was awarded to the winning company by Hon. William H. Taft, Secretary of War.

It is fitting that I mention the recent death of Mr. Allison Nailor, the donor of the Allison Nailor prize medal, which has been awarded to the winning company for so many years past. Mr. Nailor always took the keenest interest in the cadet organization, and in his death that body loses one of its oldest and best friends.

I desire especially to acknowledge the splendid service of Col. Burton R. Ross, commandant of the cadet regiment. It is due to his untiring zeal that the cadet regiment is repeatedly ranked by West Point graduates, now officers in the army of the United States, as second to no school organization of its kind in America, and taking position after the cadets of West Point and Annapolis only.

I also desire to acknowledge herein the constant courtesies extended to the cadet regiment and the school officials by the officers of the War Department. The interest of this body of men has been one of the most potent forces in developing the pride of the cadets in their military organization.

I also desire to express my personal obligation to the members of the military committee of the board of education, Capt. James F. Oyster, Mr. W. V. Cox, and Mr. R. R. Horner for their generous support and friendly suggestion in all matters connected with the conduct of the regiment.

MORAL TRAINING IN THE PUBLIC SCHOOLS.

Before closing my report, there is one topic I desire to mention, that of moral training in the public schools. We have been content to believe that if we simply went on teaching school the boys and girls would absorb all the moral training necessary. It is time for us to get over this conscience-soothing dream. Our children, in most cases, are not getting the moral training they need to make them honest, upright, law-abiding men and women. In the hurry of the time probably most pupils do not get at home very much of the moral training needed, the parents trusting that the schools may supply the lack, and it is very evident that many of them do not get it sufficiently at school. Has not the cry against religious teaching in the public schools, by which most people have meant simply sectarian teaching, been taken to be an opposition to moral teaching also? Is it not time for those in the schools to look this matter squarely in the face and assume the responsibility for more definite moral training of the children committed to our care?

The declaration of the National Education Association, above quoted, is very strong on this point. It is as follows:

There is concededly a grave moral depression in our business and social atmosphere. The revelations of the financial and legislative world for the past two years denote a

too general acquiescence in questionable practices and standards. We earnestly recommend to boards of education, principals, and teachers the continuous training of pupils in morals and in business and professional ethics, to the end that the coming generation of men of affairs may have a well-developed abhorrence of unfair dealing and discrimination. The establishment of the honor system in schools, the ostracism of the dishonest or unfair pupil, the daily exemplification in the routine life of the school of the advantage of honest and truthful methods are commended to the especial attention of teachers as a partial means to this end.

In close connection with the above, I desire to quote from the same document two other sections:

The National Education Association wishes to record its approval of the increasing appreciation among educators of the fact that the building of character is the real aim of the schools and the ultimate reason for the expenditure of millions for their maintenance. There are in the minds of the children and youth of to-day a tendency toward a disregard for constituted authority, a lack of respect for age and superior wisdom, a weak appreciation of the demands of duty, a disposition to follow pleasure and interest rather than obligation and order. This condition demands the earliest thought and action of our leaders of opinion and places important obligations upon school boards, superintendents, and teachers.

It is apparent that familiarity with the English Bible as a masterpiece of literature is rapidly decreasing among the pupils in our schools. This is the direct result of a conception which regards the Bible as a theological book merely, and thereby leads to its exclusion from the schools of some States as a subject of reading and study. We hope for such a change of public sentiment in this regard as will permit and encourage the reading and study of the English Bible as a literary work of the highest and purest type, side by side with the poetry and prose which it has inspired and in large part formed.

The matter of character treated in the former section is largely the outgrowth of moral training, while the study of the English Bible, treated in the latter section, is sure to be one of the strongest instruments which can be used for moral training.

I desire to express herein my highest appreciation of the many courtesies received from the members of the Board of Education, as well as those received from the officers, teachers, and other employees of the schools.

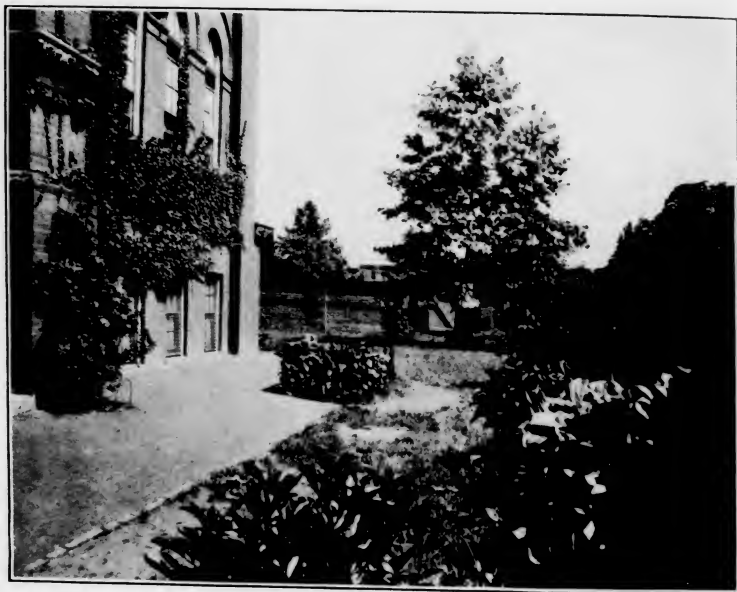
In conclusion, I thank you for your constant courtesy.

Very respectfully,

P. M. HUGHES,
Assistant Superintendent.

Mr. A. T. STUART,
Superintendent of Schools.





EAST ENTRANCE TO BUCHANAN SCHOOL.



WEST ENTRANCE TO BUCHANAN SCHOOL.

REPORT OF THE SUPERVISING PRINCIPALS.

SIR: On behalf of the supervising principals I have the honor to submit herewith a report of the work of the grade schools of the District of Columbia for the year 1907-8. It sets forth the progress of the schools during the year just completed and presents the usual statistical statements concerning the entire system of grade schools.

It is the custom of the supervising principals, acting as a board, to select one of their number as their representative to prepare a report of the work of the body. This year the duty has devolved upon me, and I respectfully present herewith this brief statement, which has been read to my associates and has received the authority of their formal approval.

COURSE OF STUDY.

During the last two years completely revised outline courses in geography, arithmetic, algebra, and history have been placed in the hands of the teachers. Advance sheets of courses in language, literature, science, and nature study, which are still in a tentative form, have also been given to the teachers for use in the class room. These courses are the results of long and thoughtful deliberations of school officers working with committees of teachers selected in each case because of special fitness and of special interest in the subject under consideration.

The effect of this revision of the course of study on the work of the schools has been most marked. Our teachers had been working for several years with a course of study which had been subjected to many alterations, omissions, and extensions, and the present clear exposition of the courses in the subjects treated has been of much assistance to them.

Naturally these theoretical treatments have shown in the practical work of the classroom some need of revision and readjustment.

The most pressing need in regard to the course of study is the completion of the courses in subjects not yet treated in the general revision of the course as set forth in 1900-1901 and the gathering of the various courses, which have been issued as separate pamphlets, under one cover in the form of a manual of instruction. Such collecting of the separate courses would suggest and emphasize the relation of each subject to the others in the curriculum. A serious fault in the present course of study is the tendency to crowd too

many subjects into the upper grades. It seems imperative that the number of subjects pursued during any one semester of the eighth grade should be diminished either by arranging the course so that certain subjects shall be pursued in alternate semesters, or by the entire omission of certain subjects from the course of this grade.

The introduction of an official time schedule allotting a certain number of minutes per week to each subject of the curriculum has been of much service to the teachers in assisting them to properly evaluate the various subjects which they are required to treat. It has proven and will, in my judgment, continue to prove a valuable check upon the common tendency to introduce new subjects without thoughtful consideration of the fact that the new subject will require for its treatment a definite period of time, which must be taken from the other subjects of the curriculum.

LANGUAGE.

During the past year the schools of Washington have maintained their high standard in language teaching. Our teachers have sought three ends: (1) The ability to use language to express thought; (2) the power to understand, appreciate, and enjoy language as found in the higher forms of prose and poetry; (3) skill in the use of artistic English, both in composition and interpretation.

The change of the text-book in the sixth grade has been a step in the right direction. The introduction of the new book, together with directions given to the teachers in regard to its use, has resulted in eliminating from this grade much of the technical grammar study heretofore pursued and in substituting in its place of an excellent course in constructive language work.

COMPOSITION.

No subject in the curriculum has received more careful consideration and earnest effort on the part of the teachers than the subject of composition. It has had place in every exercise and recitation throughout the year. Good, clear expression of thought has been insisted upon and the effort has been made to inspire the pupils with the highest ideals in regard to both oral and written expression. The idea has been impressed upon the pupil that every one should have something to say that is worth saying and that he should have the power to say it so that the one to whom it is said may understand it as the speaker wishes it understood. It has been the constant endeavor to make oral and written expressions the direct outgrowth of the child's interests in both school and outdoor life. The effort has been to create in the child, first, the fulness of knowledge and interest which begets the desire to express that which he knows and feels.

READING AND LITERATURE.

For the first time in many years it can be said that most of the grades have been supplied with an adequate amount of reading matter. In the first two grades there is still a demand for an increased supply of reading matter which, it is hoped, will be satisfied in the next year. At every step in the child's educational progress both in school and in the after life he must make use of the ability acquired through the reading lesson. The importance of the subject demands that abundant time be allotted to it in the daily programme and that the teacher give the subject his best effort, in planning as well as in teaching, in order that the allotted time may be used to the best advantage.

The extension of the system of traveling libraries through the grades as low as the third grade has met a long-felt want. By this system enough copies of a literary selection to supply an entire class have been placed in the hands of the pupils for a period varying from three weeks to a month. The children have read these books almost entirely outside the class room and under the wise direction and inspiration of the teacher have derived a splendid intellectual impetus and a love of good literature. Reading should be not only an effort to learn to read, but should be in the highest sense "reading to learn:" to learn not only useful facts for daily life and occupation, but to come into our inheritance of the finer feelings of patriotism and high ideals as preserved in the best literature. We believe that our teachers are teaching with the highest conception of what reading should give to the child.

ARITHMETIC.

The new course in arithmetic and algebra has aimed to simplify both these subjects by eliminating consideration of intricate examples and obsolete subjects and by concentrating the effort of pupil and teacher upon fundamental principles.

We feel that this change has been beneficial in freeing pupils and teachers from unwise exactions and thus allowing the time and energy of the class to be utilized in the consideration of principles of broad application and practical value. The elimination of formal number work from the course of the first grade and the lessening of the amount required of all the primary grades has proven to be a wise action. The change of text-book in the seventh and eighth grades has done much toward enlivening the subject of arithmetic.

HISTORY.

The new course in history has met with general commendation. Some readjustment of work between the various grades is needed, but this is a matter which can be easily accomplished in the coming

year. The change in text-books, whereby Montgomery's Leading Facts in American History was transferred from the sixth grade to the seventh grade and Montgomery's Elementary History was placed in the sixth grade, resulted in a better adaptation of the books in use to the age and development of the children of the grade. The introduction of Mace's History into the eighth grade will give the teachers of that grade a text-book which will be better adapted to their needs than the book now in use.

GEOGRAPHY.

The course in geography has been the least satisfactory of the new courses recently put forth. There is much need of rearrangement, a more definite statement of topics to be treated, and a closer relation of the subjects treated to the needs of this community. The work of the eighth grade in this subject should be more nearly adapted to the needs of the pupils of that grade and the teachers should be better equipped with text-books and apparatus for the serious pursuit of this study.

NATURE STUDY.

Advance sheets of a suggestive course in science and nature study were given to the teachers during the past year. Each teacher was allowed to select for study with her class that unit of work which most strongly appealed to her. This has resulted in each teacher working along the lines of her personal preference, which does not make for uniform work throughout the city, but it does result in the teacher leading the pupil to approach nature with pleasure and enthusiasm which she herself feels. This is certainly a desirable attainment, and a closer approach to a uniform standard can well wait upon the cultivation of the true spirit of the work in both teacher and pupil.

PENMANSHIP.

The past year has seen a change in the system of penmanship from the vertical system to the medial slant. Copy books employing this system have been placed in the grades from the fourth to the sixth. Much good is expected to result from this change when the physical difficulties involved are overcome. The teachers, with the earnest devotion which has always characterized their efforts, are endeavoring to solve the problem presented by this change, and even in the first year of the adoption of the new system the penmanship has attained a very creditable character.

SPELLING.

This subject has always been a troublesome one for the pupil, but to be a socially efficient person he must be able to produce written expression which shall conform to certain recognized standards. In other words, society demands that he spell correctly if he is to be regarded as a cultured person. In order to be correctly reproduced, forms must be correctly perceived, imaged, and remembered, and the teaching of spelling must involve exercises which stimulate accurate observation and develop the power to form accurate and complete mental images.

The teaching of spelling offers to the thoughtful teacher an excellent opportunity to undertake the solution of a professional problem involving the careful study of the individual as well as of the group. Our teachers have, in the main, taken the professional view of this problem, and each year sees a marked improvement in the power of the pupils to spell. The ideal state, however, is yet to be reached, and there is need for the earnest, persistent, and intelligent effort of the teaching corps to bring about the attainment of the results which the schools should produce.

COOPERATION OF THE PUBLIC LIBRARY.

The schools should acknowledge their obligation to the public library for the assistance given by that institution in furnishing small school libraries to the various grades and in supplying most helpful sets of mounted pictures and photographs illustrating the subjects studied in the schools. When the library undertook to loan sets of pictures, it met a need which the teachers were individually meeting by means of small collections of their own. The offer of the officials of the library to furnish these pictures was eagerly and gratefully accepted by the teachers, and these loan collections (as they passed from school to school) have been of much assistance and inspiration to the pupils. The well-chosen sets of books loaned by the library to each grade have constituted a branch distributing center in each class furnished with such a set, and the books have been taken home by pupils to be read, not merely by those withdrawing the books, but often by all the members of their respective families.

COMPULSORY EDUCATION—SPECIAL SCHOOLS—CHILD-LABOR LAW.

In the past two years the efficiency of the school system has been greatly increased by the operation of the compulsory education act, by the establishment of special classes, and by the recent enactment

of a child-labor law. The operation of the compulsory-education act and the work of the special classes are to be the subject of a special report by the supervising principal having such matters in charge; hence there is a place here simply for an acknowledgment of the great service which the efficient operation of the schools has rendered both to the schools at large and to the pupils whom they have in charge.

SUPERVISION.

Rule 6 of the rules and by-laws of the board of education of the District of Columbia states:

Each supervising principal shall be relieved as far as practicable of purely clerical duties and shall, under the direction of the superintendent, have supervision of instruction, organization, and management of all school work in all the grades, and for these he shall be responsible, as well as for the observance and enforcement of all school rules and regulations in his division.

These are large duties and large responsibilities, and the men upon whom they are placed would respectfully call your attention to certain conditions which have for years prevented the officers charged with these duties from exercising them in the highest sense. Repeatedly my associates have emphasized in their reports the fact that the mass of administrative detail has been such that the supervising principal has been forced to remain in his office when the best interests of the schools demand that he should be actively at work in the class rooms, observing instruction, giving advice and assistance to his teachers, and himself taking charge of classes for the purpose of demonstrating in practice the theory which he has advanced in his suggestions to teachers. The official records will show that members of this body have accomplished an amount of visiting in the various class rooms under their charge which is surprising when their multifarious duties are considered. The wisest school economy would seem to indicate that the practice of consuming the time and energy of a trained educator of long experience with the minute details and purely clerical duties incident to the administration of schools is not just to the schools under his charge, which need the devotion of the best of his efforts and practically all of his time to purely educational activities.

The means of remedying this undesirable state of affairs have been indicated often. The remedy is simply the employment for the office of each supervising principal of a clerk who shall perform, under his direction, the clerical duties which now consume so much of the time which that official should give to actual supervision of the schools. This is the ideal condition, but the action which is immediately practicable and possible is the detailing of at least one clerk in the general office to clerical work pertaining to the offices of the supervising principals.

Despite this demand upon his time and energy, each member of this body has duly performed the duties pertaining to his office, and has endeavored to be a helpful inspiration to the teachers under his supervision. In meetings and conferences with the entire corps, with groups representing the various grades, and with individuals he has interpreted the course of study, suggested methods and principles involved, and given such kindly encouragement and advice as the occasion required.

On behalf of my colleagues and for myself, I desire to express appreciation of the encouragement and unfailing courtesy which has characterized all your personal and official relations to us throughout the year.

Very respectfully,

S. E. KRAMER.

Mr. A. T. STUART,

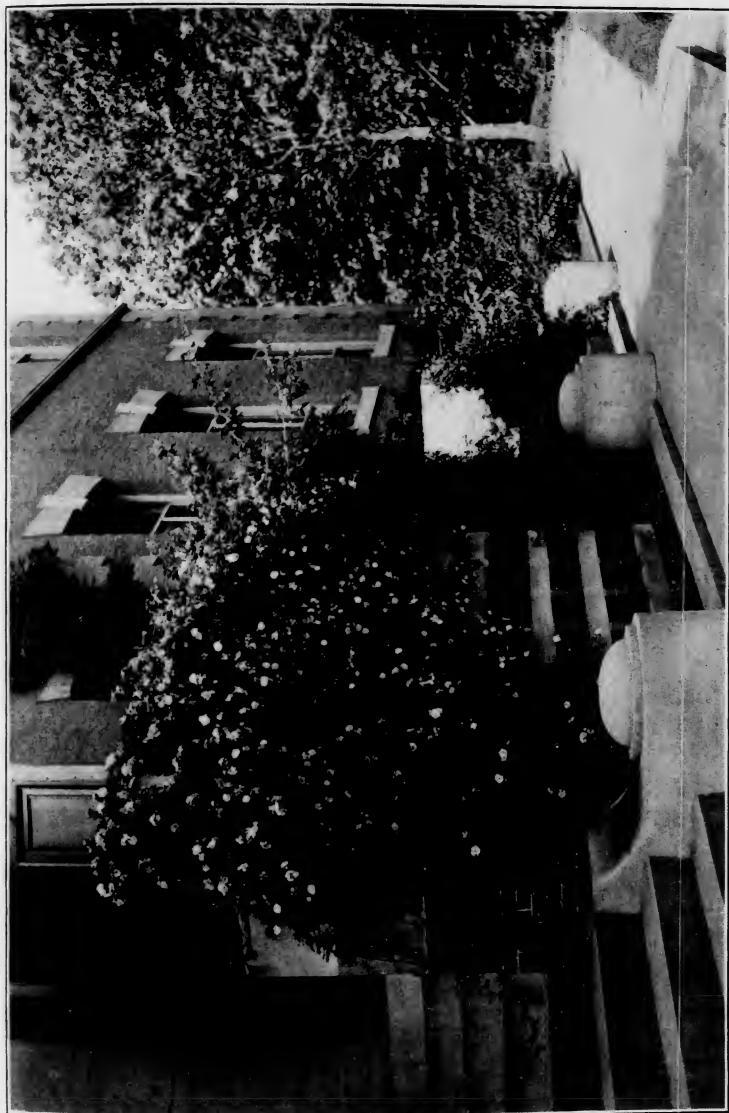
Superintendent of Schools.

REPORT OF SUPERVISOR IN CHARGE OF UNGRADED SCHOOLS.

SIR: In compliance with your request I submit herewith the first annual report relating to the special and ungraded schools of divisions one to nine, inclusive.

Under the operation of the compulsory education law quite a number of children came into our schools who, for one reason or another, did not profit by the instruction and so failed to advance at the proper rate. These atypical pupils were not only a detriment to the normal children with whom they were placed but a great trial to the teachers, who felt that they could not possibly give the amount of attention necessary to bring out such powers as each individual possessed. Some of these children were merely backward ones whose minds were slow in acting, others were morally weak, and others still, through mental and physical defects, curable in whole or in part were incapable of understanding or of performing the allotted seat work. Here and there in the schools were found also some incorrigible, or, rather, some semi-incorrigible boys and girls, professional truants mostly, whose destructive tendencies required that they be segregated under a trained disciplinarian in a separate class room, with far more than the ordinary equipment at their disposal. It became apparent that special conditions for the care of these unfortunate and misguided children were essential. By order of the superintendent and the board of education the organization and direction of these special classes were added to my usual duties as supervising principal, and to facilitate matters jurisdiction to some extent over the routine duties of the attendance officers was likewise given.

Teachers were asked to designate backward and defective children for examination by the medical inspectors who reported their conclusions to the health officer. He in turn reported to the superintendent or to me the names of those whom it would be better to place in special classes. Ungraded schools for the truants and semi-incorrigibles were opened in the Gales and at 625 Q street NW., first floor. Schools for atypical pupils were located, not in the regular school rooms, I regret to say, owing to the increased enrollment which made it necessary to use such rooms for the normal children, but in the largest storage rooms that could be found in the neighborhoods accessible to the homes of the children in question. The



CLIMBING ROSE AT THE MORGAN SCHOOL.



first was placed in the S. J. Bowen, the second in the Edmonds, one for primary children in the Greenleaf, and one for both primary and intermediate classes in rented quarters on the upper floors of 625 Q street NW. The rooms in this building not used for schoolrooms proper were equipped for manual training and industrial purposes save one, which was furnished as a sick bay or hospital. The course of instruction included besides a limited amount of mental work, such branches as basketry, paper folding and cutting, sewing, sloyd or knife work, carpentry, cooking, garden work, laundering, net and hammock making, sign making, typewriting, and domestic duties. Provision, too, was made for systematic indoor and outdoor play. Every effort was employed to adapt both work and play to the individual needs and capabilities of the children.

Though recommended for segregation by the health officers, it was found necessary to leave some backward children, not mentally impaired or bad, in the regular classes. I hope a class or two for these slow children may be established next year, as it is not advisable to place them among those physically or mentally defective. Children of immigrants not speaking or understanding English might join such classes temporarily until they acquire sufficient facility in the use of the language to be graded properly.

As all the teachers of these special classes deserve praise for their untiring efforts, I hesitate to call your attention to any particular one. Let me say, in brief, that after passing the initial stages, both ungraded schools were successful in accomplishing the purpose for which they were established, thereby saving many children from the streets. While at times both schools were overcrowded, at the close of the year the Gales class had twice its allotted number of pupils. The establishment of two or more of these ungraded classes is therefore urged for another year. The atypical schools, while experimental, ranged from good to excellent. As the class at the S. J. Bowen was started a few days before the one at the Edmonds, it may be called the pioneer class of its kind in the District of Columbia. Later in the year it became necessary to remove the smaller children from the Bowen and to start a primary class of a similar kind at the Greenleaf. No argument is needed to convince you of the importance of segregating these children or of the value of the training they are receiving here and elsewhere. I hope that with the opening of the new buildings room may be found for additional classes of this kind.

At the close of the school year each teacher sent me, in letter form, a report of her year's work. From these I have selected three for your perusal—one describing an ungraded school, another an atypical class, and the third from Miss A. E. Sullivan, who came to us with several years' experience as a teacher in the Iowa Institution for

Feeble-Minded Children at Glenwood, Iowa. At my request she visited all the special schools before sending in the accompanying letter.

In conclusion, permit me to make grateful acknowledgment of the assistance received from many sources. It is impossible to name all who came to our aid in one way or another, but mention must surely be made of the directors of physical culture, music, drawing, cooking, sewing, and especially of Mr. J. A. Chamberlain, director of manual training, who gave the teachers special instructions for a period of twelve weeks; Prof. E. R. Johnstone, of the New Jersey Training School for Feeble-Minded Boys and Girls at Vineland, N. J., who lectured to our teachers, and after visiting our schools made many helpful suggestions; the health officer and his assistants, the police officers in charge of the several precincts, and in particular Mrs. Ellen Spencer Mussey and Mr. W. V. Cox, of the board of education. Helpful letters and pamphlets were received also from Miss Margaret Bancroft, of the Bancroft-Cox Training School, Haddonfield, N. J.; Dr. Martin W. Barr, Pennsylvania Training School, Elwyn, Pa., and the school officials of Baltimore, New York, and Providence.

Very respectfully,

W. B. PATTERSON,
Supervisor in Charge of Special Classes.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF DIRECTOR OF PRIMARY INSTRUCTION.

SIR: The new courses of study in English, history, geography, and arithmetic, recently put into operation, have brought about changes and improvements in the work of the primary schools. It is hoped that the courses in nature study and in art and manual training may soon be completed and placed in the hands of the teachers.

It is unfortunate that the schools are so crippled by the lack of money for material to carry out the work planned.

Reading still holds the first place among the three R's, but during the past year it has been impossible to supply the children with enough books for their work. Toward the end of the year the second grades were furnished with half sets of new books, so that conditions there were relieved, but many of the first grades are still in need, and even though the teachers spend much time and night work in hektographing reading sheets, it is difficult to supply sufficient reading matter for their classes. The third and fourth grades are fairly well equipped with readers, but an extension of the traveling libraries along the lines of literature, history, and geography is urged by the teachers.

The amount of reading matter furnished the primary schools in Washington is far below that of cities of relative size and standing; far below that of cities dealing with large foreign populations. The children in our schools are drawn from homes of cultured and ambitious parents, and it is disheartening to both teachers and children to be forced to read and reread the same material until all life and spirit in the text is exhausted, and the child loses the stimulus of effort. The teachers are doing all they can to supplement this need. They buy books for their classes, form loan collections of books brought from home by the pupils, and draw upon the public library beyond its power to supply. Steadily through the past four years attempts have been made to remedy these conditions, but much remains to be done. I know that you have realized the difficulties and I am grateful for the help you have given.

The same need for material to carry out the work planned, in connection with manual training, exists in the third and fourth grades. The simple forms of manual training—clay modeling, paper cutting, crayon and brush work, and cardboard construction are well under way, and have driven from the schools the trifling "busy work" so

frequently used as "pedagogical soothing sirup." But sewing for the girls in the third and fourth grades is limited to one hour a week, and there is no material available for practice at other times. The third-grade boys are furnished raffia, which their motor activity transforms into mats, picture frames, napkin rings, twine bags, etc. If baskets are to be constructed, the teachers have to furnish the necessary reeds. For the fourth grade boys there is no form of handiwork, except in connection with drawing. Construction work, correlated with history, geography, and industrial activities, is carried on as far as paper and cardboard will permit, but simple woodwork construction is urged for the boys of the third and fourth grades. The cost of equipping each school amounts to less than \$10.

The best outlet for the motor activities of both boys and girls has been in the school gardens. That school gardens are "practical" has been demonstrated from the kindergarten through all grades of the elementary schools. The work of the school garden has been correlated with that in reading, composition, drawing, and arithmetic, and has given a zest to these subjects which fails to come from a formal schoolroom treatment. The interest thus developed in the fundamental industry of our country through this amateur farming should also find vent in the construction of objects related to other forms of industrial activity.

I am glad to report that a little more stability has been gained in the first and second grades, since the step from the lower grade to the higher is no longer considered a promotion for teachers. But the growing demands of the schools are still sweeping the teachers from the first and second grades into the third with a rapidity which is detrimental to both teacher and pupil. During the year 31 normal graduates were appointed to first grades and 15 to second grades, but there were at the end of the year 65 teachers of less than two years' experience in the first grades and 32 in the second grades, a total of 97. Doubtless many of these teachers will have to go to third grades next year in spite of their desire to stay long enough in one grade to gain a knowledge of its work and some professional skill in administration. It is thus almost impossible to retain teachers of experience for the children in the lower primary grades, who of all the children in our schools are most in need of expert care. The payment of the lowest salaries to primary teachers is bad practice which has long ago been abandoned in most city school systems. I urge again, as I have in preceding years, the placing of all half-day schools on a two-session basis, from 9 to 12 and from 1 to 2 o'clock, and the payment of equal salaries to the teachers of the first four grades. On account of the lack of school accommodations, such a change would have to come gradually, but 51 half-day schools might have been thus organized

during the year if it had not been for the salary restrictions of the organic act.

In spite of all drawbacks, the schools have been maintained at a high standard and progress has been made in all lines of work. The intelligence, energy, and enthusiasm of the teachers and their quick response to every suggestion of better methods of work deserve high praise.

An increasing number of primary teachers are carrying on studies at George Washington University and at summer schools to add to their knowledge and efficiency. The division of education of the George Washington University offers special courses in psychology, child study, history of education, and school administration at convenient hours.

During the year 30 grade meetings were held for interpreting the new courses of study and for special instruction in simple forms of manual training. Office hours were held one morning and afternoon of each week by the director, and conferences were arranged for teachers who needed special help with their work. Eighteen hundred visits were made to the schools by the director and two assistants, Miss Riddleberger and Miss McNally. In addition to these visits 1,600 neighborhood visits were made by the model teachers.

I wish to make acknowledgement of your interest and hearty cooperation in the work of the primary schools. It is through your help that much of the progress has been made possible.

Very respectfully,

ELIZABETH V. BROWN,
Director of Primary Instruction.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF THE ASSISTANT SUPERINTENDENT IN CHARGE OF COLORED SCHOOLS.

SIR: I have the honor to submit my report as assistant superintendent in charge of colored schools for the school year ending June 30, 1908. In this report I have sought not at all to write a chronology of the routine of the schools, but rather to present and discuss matters of genuine import and interest to the community. Thanks to the report of the schoolhouse commission (Feb. 27, 1908), it has been needless for me to discuss the question of schoolhouses. My report, then, treats the following topics:

Normal School No. 2:

- Courses—readjustment and enrichment.
- Training of teachers of the manual arts.
- Extension of the course.

The secondary schools:

- Promotions and failures—standards of attainment.
- Faulty articulation with the elementary schools.
- Other causes of pupils' failure.
- Miscellaneous.
- An amendment to the organic law.

The elementary schools:

- Problems of personnel.
- Men teachers.
- Problems of supervision.
- Board of supervision.
- Promotional examinations.
- Amendments to organic law.

Miscellaneous topics:

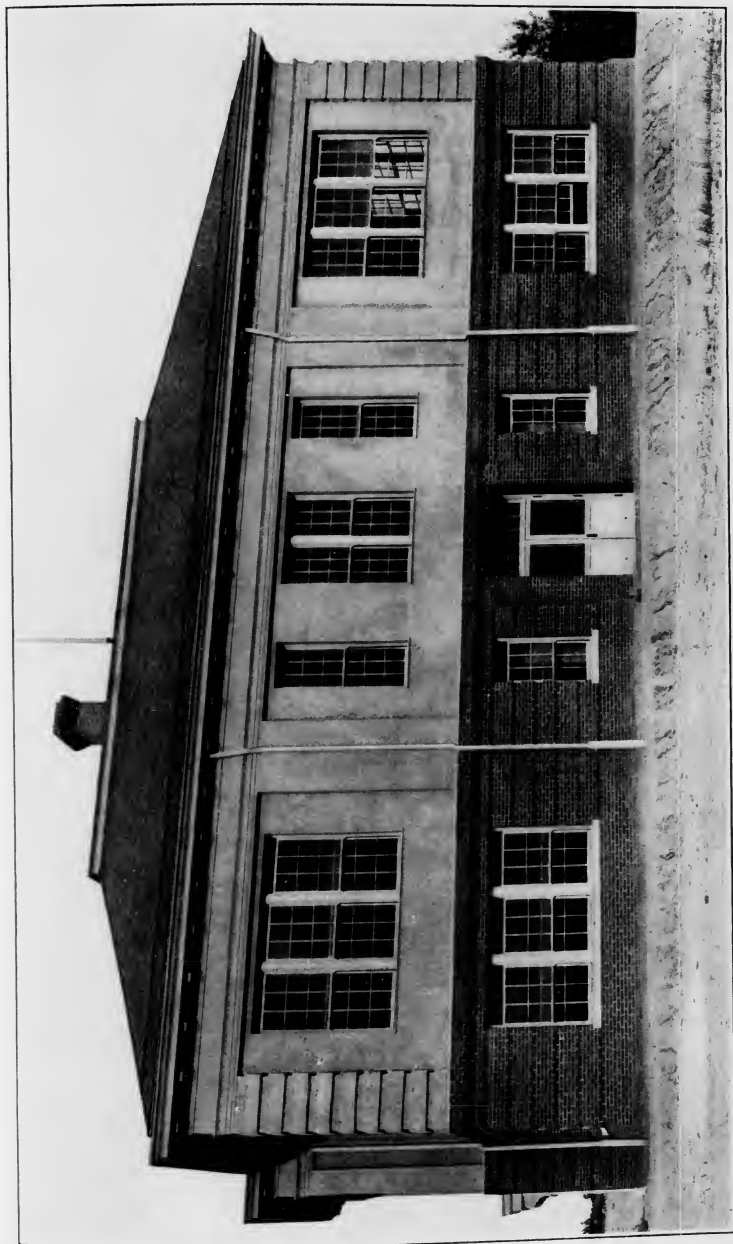
- Visits and criticisms.
- Vocational training.
- Scholarships.

Acknowledgments.

NORMAL SCHOOL NO. 2.

THE COURSES—READJUSTMENT AND ENRICHMENT.

The scope and method of the several courses in Normal School No. 2 have this year been formulated more definitely than before, the total result being the establishment of metes and bounds for each course and the centering of attention and effort upon professional as distinct from academic study.



DEANWOOD SCHOOL BUILDING.



One-half the work of the second year is devoted to observation and practice in the nine years represented in the elementary school. For the first time in the history of the normal school, the students were enabled to do a little actual teaching in the intermediate grades; thus they gained some familiarity with the conditions, the problems, the resources of these grades. No teacher should enter upon service in a given grade without knowledge and appreciation of the work of the elementary school as a whole; for her horizon to be restricted to one or two grades is for her appreciation of her own problems and opportunities and for her work to lack proportion. The practice teaching has been more successful than ever before, moreover, because much more closely supervised, there being one regular teacher in charge of one class instead of two classes.

I am convinced, however, that the half year of practice would prove more fruitful if each day the group of pupils were gathered into a seminar or practicum, several members of the normal school faculty being present and several grade teachers, for the discussion of problems actually presented by the current work, in the light of experience and the principles of education. The preparation of theses for the practicum would prove of the utmost value.

The courses are now so distributed that many in special method are offered in the first year; and courses upon which any sound methodology must be based, in the second year. Moreover, the amount of academic work is still so large as to embarrass the professional studies. Then, too, no course in the organization and administration of city school systems is included. In view of this situation I have the honor to recommend such a tentative readjustment that the distribution of courses be as follows:

FIRST YEAR.

First term.

Elements of psychology.....	4 p.
Child study.....	2 p.
History of education.....	4 p.
Principles of teaching.....	4 p.
School hygiene.....	2 p.
School management.....	2 p.
School gardening.....	2 p.
Drawing, music, and physical culture.....	1 p. each.

Second term.

Elements of psychology.....	4 p.
Child study.....	2 p.
History of education.....	4 p.
Principles of teaching.....	4 p.
School management.....	4 p.
School gardening.....	2 p.
Drawing, music, and physical culture.....	1 p. each.

SECOND YEAR.

First term.

Group I. Practice in grades 1-8; seminar.

Group II.

School organization and administration.....	2 p.
General method.....	4 p.
Special methods—	
History.....	2 p.
Geography.....	2 p.
Nature study and elementary science.....	2 p.
Mathematics.....	2 p.
English.....	4 p.
Primary music.....	1 p.
Drawing, music, and physical culture	1 p. each.

Second term.

Group I.

School organization and administration.....	2 p.
General method.....	4 p.
Special methods—	
History.....	2 p.
Geography.....	2 p.
Nature study and elementary science.....	2 p.
Mathematics.....	2 p.
English.....	4 p.
Primary music.....	1 p.
Drawing, music, and physical culture	1 p. each.

Group II. Practice in grades 1-8 and seminar.

All the pupils have been compelled to pursue precisely identical courses; there are no alternatives, no electives. In consequence students have not been permitted to take advanced courses in any one of the professional studies, and many studies appropriate to a modern normal school have not been offered at all. It would seem desirable that advanced courses in psychology, the history of education, educational theory, and the special methods of the more important studies be accessible to specially interested and able students. Moreover, elementary courses in additional subjects should be available, as economics and ethics.

THE TRAINING OF TEACHERS OF THE MANUAL ARTS.

Nowhere in America is there a normal school for colored students adequately equipped for training teachers of wood working, metal working, and the domestic arts. Carpenters, blacksmiths, seamstresses, and cooks may be had almost for the asking, but the school demands the organization of the materials and processes of these arts for educational purposes. It is not the carpenter or the cook; it is the teacher that is needed. Our own schools are always gravely embarrassed to find persons competent to fill vacancies in these subjects. Thanks to the foresight of an energetic principal, many students of the Arm-

strong Manual Training School have been trained there deliberately for the purpose of teaching, and despite the lack of professional equipment they have readily found employment in the schools of Washington and in the towns and cities of near-by States. The time has come, I believe, for the organization of a department under the control of the normal school, use being made of the facilities of Armstrong, for the training of teachers of wood working, metal working, and the domestic arts. The cost would be little, the benefit great.

EXTENSION OF THE COURSE.

My predecessor, Dr. W. S. Montgomery, out of the wealth of his observation and experience, recommended (Report for 1906-7) "the extension of the course in Normal School No. 2 from two years to four years." Since it is usually impossible to appoint more than 20 graduates from each class, and the number of graduates has averaged 35 since the extension of the course to two years (see Table I), I think it advisable to offer a post-graduate course of one year at the normal school. Persons completing this course should be eligible for appointment to grades 3 and 4, class 3. Eventually the regular course should be lengthened, I am convinced, to three years.

TABLE 1.—*Graduates of Washington Normal School No. 2, by sex, 1887-1903.*

Year.	Sex.		Total.
	Male.	Female.	
1887.....		20	20
1888.....	2	36	38
1889.....	3	37	40
1890.....	6	34	40
1891.....	2	24	26
1892.....		25	25
1893.....	3	22	25
1894.....	1	24	25
1895.....	3	22	25
1896.....	7	23	30
1897 ^a			
1898.....	7	22	29
1899.....	5	20	25
1900.....	7	38	45
1901.....	8	51	59
1902.....	5	32	37
1903.....	5	31	36
1904.....	7	30	37
1905.....	4	34	38
1906.....	7	18	25
1907.....	4	24	28
1908.....	1	26	27
Total.....	87	592	679

^a Course extended from one to two years.

THE SECONDARY SCHOOLS.

PROMOTIONS AND FAILURES—STANDARDS OF ATTAINMENT.

The admission of graduates of the four-year courses of the M Street High School and the Armstrong Manual Training School to Normal School No. 2 without examination is based on the presupp-

sition that on the whole the graduates are equally well prepared, since identical standards of attainment are maintained in courses common to the two schools and in all other courses equivalent standards. Is the presupposition valid?

In respect to courses common to the two secondary schools, if there be any difference in the initial efficiency of the two groups of pupils, that difference—these courses being academic—is, perhaps, in favor of the M Street pupils. But in every course in English, for the first half year for illustration, the per cent of failures was notably greater at M Street than at Armstrong (four-year courses). The figures in English for 1907-8, by half years, are:

TABLE II.—*Percentage of failures in English in the secondary schools, 1907-8.*

Year.	M Street High School.		Armstrong Manual Training.	
	First half.	Second half.	First half.	Second half.
First.....	34	36	5	15
Second.....	19	44	13	17
Third.....	26	9	14	25
Fourth.....	11	.....	6	.....

In physics there were at Armstrong 88 pupils, but not one failed to pass the work of the term, whereas at M Street there were 78 pupils, of whom 27 or 35 per cent, failed. In view of this and kindred evidence I think there is little doubt that in courses common to the two schools the standards of attainment are appreciably different. It is important that this disparity be remedied.

Not only in physics but also in drawing, domestic art, domestic science, and the various types of shopwork, not one pupil at Armstrong failed. If the subjects distinctive of the manual training school are not taught with greater rigor than these facts would suggest, their educational value can not be duly realized and their equivalence to academic studies will not be granted by the community. With the hearty cooperation of the principal, I have urged the teachers to see that no such misfortune occurs; I have also urged them to develop the correlations of these studies with mathematics and the sciences, with history and English.

In addition to the percentages of failure in the several academic and scientific subjects, another group of facts may be cited. In June 447 pupils were promoted in the M Street High School, of whom 324, or 69 per cent, were conditioned. In the four-year courses at Armstrong 184 pupils were promoted, of whom 80, or 43 per cent, were conditioned. At M Street 222 pupils were promoted to the first half of the second year, of whom 174, or 78 per cent, were conditioned; at Armstrong 59 pupils were thus promoted, of whom 26,

or 44 per cent, were conditioned. "If now and then a pupil should fail to do the work," says Supt. Stratton D. Brooks, of Boston, "it would perhaps be just to say that he is not qualified to profit from high-school instruction and that he should be excluded from school; but where 25 per cent of all the pupils in the high schools of the city fail to do the work required, a course of exclusion can not be successfully defended. These pupils are as justified in demanding high-school instruction adapted to their needs as are pupils who find it possible to do the work now offered."^a All honor to the devoted teachers who are seeking to maintain inviolate the tradition of their school for scholarship. Let them remember, however, that too great rigor is almost as disastrous in its effects upon the pupil's life and effort as too great laxity. There must be "a better understanding of the necessity of teaching the pupils what they need and can do rather than driving them from school if they can not comply with certain fixed standards; a better appreciation that the responsibility is upon them to make this adjustment, and that this responsibility is not to be avoided by claiming poor elementary school preparation; a greater belief that the 'slow section' is not an annoyance, but an opportunity. * * * The success of a teacher should be judged by her ability to provide work of such a nature that all the members of her class, not grossly indolent, can reach a satisfactory standard of achievement. To have 20 per cent of a class fail to pass is full proof either that the work is not adapted to the class or that the teacher is inefficient. * * * For the principal of the high school is the task of administering his school so that the teacher will have the greatest possible opportunity to attain this ideal."^b

FAULTY ARTICULATION WITH THE ELEMENTARY SCHOOLS.

The transition from the elementary school to the secondary school is seldom effected with ease and economy. Many pupils leave off their schooling entirely at this period and those who continue fail, in very many cases, to maintain the promise and the actual superiorities they displayed in the grades. Now, the onset of adolescence occurs before the high school is reached. Indeed a six-year high-school course is more accordant with the developments of adolescence than the present four-year course; the readjustments now so markedly a feature of entry upon the high school career would come more appropriately in the seventh and eighth grades.^c

^a Report of Superintendent of Public Schools, Boston, 1907, pp. 9-11.

^b *Supra*, pp. 9-11.

^c See committee on college entrance requirements, Resolution IV: "That we favor a unified six-year high-school course of study, beginning with the seventh grade." Hanus: *A Modern School*, pp. 99-109, et passim. Coy: *A Readjustment of the High School Curriculum*—Proceedings N. E. A., 1903, p. 177. De Garmo: *Principles of Secondary Education*, Vol. I, pp. 210-214.

"We have learned," says a distinguished American educator, "that a child should know how to read and write by the end of the third school year, i. e., at about 9 years of age; that in about five years (by 11 years of age) he can learn all the arithmetic he needs for the ordinary affairs of life and for further progress in mathematics; that during the rest of his elementary school training the pupil's progress in the school arts should be incidental to his pursuit of other subjects."^a But with some qualification it may be truly said that even to-day the work distinctive of secondary education, emphasis upon the elements of liberal culture as distinguished from exercises in the school arts, is deferred to the ninth year of school life. More specifically, sciences and foreign languages are begun in the high school; English and history and algebra, although begun in the lower schools, are taught in the high school by very different methods. Moreover, instruction in all subjects by one teacher is to the pupil a very different proposition from instruction in each subject by a different teacher; the intimacy of the elementary school-teacher with every pupil in the class and her profound personal influence over the thought and feeling of each, can hardly be equaled in the high school. In the elementary school the responsibility for the pupil's progress in knowledge and in character is joyfully and freely shared by the teacher; in the high school the responsibility is sharply and suddenly shifted to the pupil. The high-school teacher is characteristically prone to a certain aloofness and austerity for which most pupils are ill prepared.

My argument is that the materials and methods and discipline appropriate to secondary education should be consciously entered upon two years earlier than at present and should gradually emerge from the materials and methods and discipline of the lower schools. The fact that this is not the case—the transition is now exceedingly abrupt—largely accounts for the violent and wasteful readjustments so characteristic of the earlier years of the high school.

OTHER CAUSES OF PUPIL'S FAILURE.

There are other factors not so fundamental. The high-school teacher thinks of his subject first and of his pupil afterwards; he should be more regardful of his pupil and of the modes of presenting the subject most effectively to that pupil. He must be careful to guard against the dangers of forcing his pupil to accomplish predetermined amounts of work; it is not the amount done that counts but the educational effects of the work. Even when the subject has been presented carefully, the teacher should be loath to assign the cause of the pupil's failure to the pupil's stupidity. The proof of the teaching is the learning.

^a Hanus: *A Modern School*, pp. 6-7, et passim.

Very many pupils enter the high schools without having learned to study systematically. Some remain for two or three years in this plight wasting effort and accumulating "conditions" and discouragements; others—not necessarily of mean abilities—drop out. Now, in each subject there are, of course, specially economical modes of attack; the methods and the collateral materials appropriate to the subject should be mastered by the pupil as soon as possible. But, such mastery presupposes detailed and individual guidance such as is hardly possible in the classroom. It is true that the assignment of the next lesson is the point at which the teacher should carefully indicate to the whole class the nature of the difficulties to be encountered and suggest ways and means of meeting them; but because its function and value are not duly appreciated, the assignment is at present, I am safe in saying, precisely the weakest point in the teaching of our secondary schools. The guidance I have mentioned is more than the perfunctory answering of questions and indicating of reference books, it involves more than technical scholarship; it demands personality and a sound sense of values in learning and in life; it proceeds from emotional as well as intellectual fellowship with the pupil in his ambitions and his strivings. In very few homes are there conditions favorable to study. At school the library and the study hall are logically the places for special guidance. But, the salary for the librarian is so small as to make the appointment and continuance of a person with the modern professional equipment out of the question; moreover, one librarian, however well trained, could not meet the needs. And the average teacher assigned to duty in the study hall is expert only in his own group of subjects, the number of pupils in the room is large, and the teacher considers his function there to be monitorial rather than educational. So serious is the situation that I am inclined to believe it would be wise to have the high school remain open until 4 o'clock every school day, a sufficient number of teachers of the several subjects being assigned to duty, for the specific purpose of offering pupils the optional opportunity to extend their private reading and to pursue their studies in quiet with reference books a plenty and competent advisors at hand. At any rate, the high schools must take the incoming pupil precisely where they find him; if he does not apply himself to his studies diligently and systematically, it is the business of the high schools then and there to put him in the way of learning to do so.

In advising pupils in the selection of courses, teachers perform a most delicate, difficult, and important task. It is of fundamental importance in such matters to realize and to act upon the view that "power can not be trained apart from the subject matter upon which it is brought to bear." "It is false to assume that because a youth has studied Latin and Greek for several years, he has been trained

to apply himself with vigor and success to any mental problem that may be presented to him. The truth is that he has been trained primarily to study languages, and, in particular, Latin and Greek; and only incidentally to exercise his mental powers outside the field of linguistic study."^a To advise a pupil who has no aptitude for Latin to study it for its disciplinary value is to fly into the face of modern thought in education and to do the pupil an injustice by exposing him to needless discouragement. Many of the failures in our high schools are due to precisely the fact that the studies are not accordant with the specific aptitudes of the pupils. "The greatest defect in our school system to-day," says Superintendent Maxwell, "is that the principals and teachers do not guide pupils, in selecting their high-school courses, along the lines of their special aptitudes."

MISCELLANEOUS.

I respectfully renew the recommendation of my predecessor, Doctor Montgomery, that Spanish be taught in the M Street High School and the Armstrong Manual Training School.

Doctor Montgomery also recommended that pupils in the M Street High School be given opportunity to take "manual training, at least as an elective during some of the study periods." "The proximity of this school to the Armstrong Manual Training School," said he, "makes this quite feasible without additional cost, since the manual training plant exists there." I renew this recommendation.

A committee of citizens voicing a general sentiment and conviction presented a memorial to the board of education which set forth an argument for the removal of the business courses from the Armstrong Manual Training School. I am heartily in sympathy with this view; the business courses should have a separate building, a separate faculty, its own atmosphere.

AN AMENDMENT TO THE ORGANIC LAW.

I have the honor to recommend that the organic law be amended so as to provide for a head of the department of ancient languages, and a head of the department of modern languages, in Armstrong Manual Training School and M Street High School, instead of one head of department for both groups of languages as at present. It is difficult for one person to exercise close expert supervision over both the ancient and the modern languages.

THE ELEMENTARY SCHOOLS.

PROBLEMS OF PERSONNEL.

The teaching of a primary grade is just as difficult and fine a task as the teaching of an intermediate grade, and as important to the community. In view of this fact, Table No. III, showing teachers in

^a P. H. Hanus: A Modern School, p. 22.

the elementary schools distributed by grades taught in 1907-8 and by length of service in the public schools, is worthy of careful study. The percentage of teachers with less than five years' experience is 49 in the kindergarten, 82 in the first grade, and 43 in the second; as against only 14 in the third grade, 4 in the fourth, and none in the fifth, sixth, seventh, and eighth grades. Is there warrant or justification for a statute which relegates all the inexperienced teachers to the primary grades without regard to their interests or aptitudes—which says to the developed expert in primary methods, Abandon your specialty or refuse advancement in salary?

TABLE No. III.—*Teachers in the elementary schools distributed by length of service in the public schools and by grades taught in 1907-8.*

	Kindergarten and grades 1-8.									Total.
	Less than 5.	5-9.	10-14.	15-19.	20-24.	25-29.	30-34.	35-39.	40 and over.	
Kindergarten.....	19	16	3	1	.....	.....	.....	.....	.....	39
First.....	64	11	2	.....	.....	1	.....	.....	.....	78
Second.....	28	27	7	1	2	.....	.....	.....	.....	65
Third.....	7	25	7	7	3	.....	.....	.....	.....	49
Fourth.....	2	.....	17	19	3	2	.....	.....	2	50
Fifth.....	.....	2	2	14	5	5	4	2	3	37
Sixth.....	.....	1	1	8	9	8	3	1	.....	31
Seventh.....	(a)	.....	3	6	4	3	8	3	1	28
Eighth.....	.....	.....	1	7	3	7	5	1	.....	24
	120	87	43	63	29	26	20	7	6	401

^a Two teachers temporarily assigned are not included.

On the other hand, 50 per cent of the teachers in the fifth grade, 66 per cent of those in the sixth grade, and 76 per cent of those in the seventh have served the schools of Washington for twenty years and over. Of the 33 teachers in the corps who have been in the service thirty years and over, 31 are teachers of intermediate grades (grades 5, 6, 7, and 8). Every one of these teachers has devoted the most fruitful years of her life to the public service at a beggarly wage. When a teacher with such a career does become inefficient, reduction to a lower grade and salary is no remedy, and dismissal is abhorrent to the community. To economical and efficient administration, to the welfare of the children and the community, a modern pension system is of vital importance.

In a word, the primary grades suffer from the too inexperienced teacher, whereas the intermediate grades suffer from, shall I say, the too experienced; in neither case is it possible ordinarily to assign a teacher to that group of pupils she is equipped to teach best and to keep her there.

In the corps as a whole, what group of teachers is most efficient—those who have served from ten to fourteen years, from twenty to twenty-four years, or whichever? (See Table No. IV.) As might be

expected, the percentage of teachers rated below "Good" is large in the less than five-year group, small in the five to fourteen year groups, and increasingly large in the remaining. Contrariwise, of the teachers rated "Excellent," it is interesting to note that the percentages rise to a maximum in the ten to fourteen year group and then decline. Of course, the numbers involved are too small to warrant conclusions of general value.

TABLE NO. IV.—*Teachers in the elementary schools distributed by length of service and by ratings in June, 1908.*

Length of service.	Per cent rated.	
	Below "Good."	"Excellent."
Less than 5 years.....	23	17
5 to 9 years.....	2	29
10 to 14 years.....	2	44
15 to 19 years.....	16	29
20 to 24 years.....	19	19
25 to 29 years.....	19	19
30 to 34 years.....	30	15
35 years and over.....	46	0

How many years must the average teacher serve in order to attain the higher salaries? This is a question of great importance to the teachers, to prospective teachers and to the general public. Some light is shed by the adjoining table (Table No. V), in which the teachers employed in the grades are distributed by the percentages that have actually attained the several salary classes and by length of service.^a Nine per cent of those who have been in the service less than five years have attained class 3, but none have gone higher. Only 46 per cent of those who have served from five to nine years have risen above class 2, and only 4 per cent above class 3. Of those with from ten to fourteen years of service to their credit, only 14 per cent have attained class 4, and 2 per cent class 5. I know more than one married teacher of high efficiency who works every summer at unskilled labor when he should be enriching his culture. The tasks of the common laborer ill become the teachers of our children; but one must keep the wolf from the door. It must be remembered that practically all of the teachers mentioned are graduates of a high school and a normal school. Thanks to the present statute, a teacher may remain in class 3 and in ten years automatically attain a salary of \$900, the maxima in the other two classes being \$1,100 and \$1,350, respectively. Although the salary schedule is far more

^a Teachers of grades 3 and 4 are assigned by the organic law to class 3, with a minimum salary of \$650; teachers of grades 5, 6, and 7, to class 4, with a minimum of \$800; teachers of grade 8 to class 5, with a minimum of \$950. All teachers in the graded schools begin their service in grade 1 or grade 2 at a minimum of \$600.

liberal than the one it superseded, it must be agreed that the rewards of teaching are still spiritual. The cost of living is high and the demand for the facilities of study and culture insistent; however, the salaries are such that during the term of active service the average teacher, if unmarried and without dependents, may live comfortably. Some few are married and many have dependents; such enjoy the blessings of a very honorable poverty.

TABLE NO. V.—*Teachers in the grades of the elementary schools distributed by number and per cent that have attained the several salary classes, and by length of service.*

Years.	Total.	Salary class.					
		3		4		5	
		Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
		<i>Number.</i>	<i>Per cent.</i>	<i>Number.</i>	<i>Per cent.</i>	<i>Number.</i>	<i>Per cent.</i>
Less than 5.....	101	9	9	(a)			
5 to 9.....	74	31	42	3	4		
10 to 14.....	42	25	59	6	14	1	2
15 to 19.....	61	25	41	27	44	7	11
20 to 24.....	27	5	18	17	63	3	11
25 and over.....	59	4	7	41	69	13	22

a Two persons temporarily assigned to grade 7 are omitted.

MEN TEACHERS.

"Of the children entering the public schools of our more-favored cities," says Prof. E. L. Thorndike, "over half probably never have a man teacher."^a Says Superintendent Maxwell in his last report:

For the sake of clearness the argument (for men teachers) may be stated in a series of propositions:

1. The majority of the class teachers in the public schools are women, for two reasons: (a) For the younger children who constitute the larger number in the schools, women make the better teachers; (b) the services of women teachers may be obtained more cheaply than those of men.

2. Some men teachers are and should be employed in the higher grades for three principal reasons: (a) That the pupils may come under the influence of the intellectual and moral qualities that particularly characterize men, as well as under the influence of the intellectual and moral qualities that particularly characterize women; (b) that the pupils may be made to feel that culture and refinement are not the peculiar province of women, but should also be striven for and possessed by men; (c) that the larger boys may have guidance and leadership in athletic sports.

3. In order to obtain the services of even a small number of men it has been found necessary to pay considerably higher salaries than those paid to women.

^a The Elimination of Pupils from School, p. 10, Bul. No. 4, U. S. Bureau of Education.

TABLE VI.—*Male teachers in the elementary schools, distributed by grades taught in 1907-8, and by length of service in the public schools.*

Years.	1.	2.	3.	4.	5.	6.	7.	8.	Total.
Less than 5.....	7	8	.....	1	.....	.....	^a 1	.....	17
5 to 9.....	2	3	5	1	1	1	.....	.....	13
10 to 14.....	.....	.....	2	.....	.....	.....	2	1	5
15 to 19.....	.....	.....	3	1	.....	.....	2	5	11
20 to 24.....	.....	.....	.....	1	.....	1	.....	1	3
Total.....	9	11	10	4	1	2	5	7	49

^a One teacher assigned temporarily.

Of the 362 teachers in the grades of the colored elementary schools of Washington (see Table VI), 49, or 14 per cent, are men; of the 120 teachers in the intermediate grades, 15, or 13 per cent, are men. Supt. Stratton D. Brooks in a letter to me (September 1, 1908) takes the following position:

In my judgment the employment of men teachers should begin in the fifth grade. Experience has demonstrated that it is approximately in the fifth grade that children show a tendency to insist upon controlling their own actions. This tendency is usually stated in the other way by declaring that children are harder to discipline.

Of the 1,000 men in the classrooms of the elementary schools of New York City, there are none in the first four grades—that is, 1A to 4B, inclusive. The indubitable teaching of experience in American cities is that to have a man teach the tots of certainly the first three grades—1A to 3B, inclusive—is dispiriting to the man and unwholesome for the children. But in the schools under my supervision there are 20 men in the first and second grades and 10 in the third; and every man who enters the service must teach for years in the first two grades if he remain in the service, for by an anomaly of the organic school law of the District of Columbia, advancement in salary class is coincident with assignment to the successively higher grades.

The appointment of men to the fourth grade at the outset is perfectly accordant with the law but would involve their beginning at \$650 instead of \$600. The prevailing sentiment in the community, I know, is hostile to such a proposition; but is it not barely possible that the community—when it nods—forgets that the schools exist not for teachers but for children?

Moreover, I would urge that the board of education grant the principal of Normal School No. 2 permission to admit a few carefully selected graduates of the best colleges to the normal school—men being given a distinct preference—with the understanding that they be given opportunity to attain the diploma in one year of study and practice. College graduates thus admitted to the normal school should pursue studies in school management and special method, be offered ample opportunity under expert supervision for observation and practice in all the grades of the elementary school; moreover,

they should engage to some extent in independent research in connection with a seminary. Graduates of this course should be appointed to the fifth grade in the elementary schools; the minimum salary in this grade is \$800, the automatic increase for satisfactory service being \$30 per annum until a maximum of \$1,100 is attained. After careful inquiry and reflection I am convinced that this plan will gradually increase not only the number of teachers in the service of the elementary school whose professional training is built upon a liberal education, but also—and quite as importantly—the number of desirable men teachers.

Those who are responsible for the conduct of the schools in the interest of the community are facing a very serious situation:

1. The proportion of men in the service is dangerously small.
2. This proportion is not likely to increase because (a) very few young men enter the normal school (see Table No. 1) and none are appointed from other sources, and (b) the more vigorous men leave the service for more congenial employment than nourishing the minds of 6-year olds—for clerical service, business, and the professions with proffer of better wages at the outset and more rapid advancement.

We face a condition, not a theory. I am convinced that a new policy in the premises is demanded by the welfare of our children. I would, then, suggest that serious consideration be given to the propositions (1) to appoint promising men graduates of the regular course at the normal school to the fourth grade at the outset of their service; and (2) to appoint a few carefully selected men of liberal education, trained in a special post-graduate course at our own normal school, to the intermediate grades. I make no plea for second-rate men in our schools. If the choice be between a second-rate man and a first-rate woman, we want the woman. But especially for the sake of our boys in and near their teens, though also for the sake of the girls, we do need very much indeed a larger infusion in our teaching corps of first-rate men.

PROBLEMS OF SUPERVISION.

Kindergarten, primary, and intermediate grades.—The kind of supervision employed in the intermediate grades is very different from that in the primary grades and the kindergarten. The percentages of teachers with less than five years of experience are as follows: Kindergarten, 49; first grade, 81; second grade, 41; third grade, 15; fourth grade, 4; fifth, sixth, seventh, and eighth grades, 0. In consequence of this anomalous situation, such detailed guidance as is vitally important to the inexperienced teacher of the first grade would prove noxious to the experienced teacher of the fifth; one is a probationer, the other has proved her quality.

In the intermediate grades the supervising principals make no attempt to assign week by week the details of the work to be done

in each subject; such matters are left to the judgment of the individual teacher. The supervisors do interpret the course of study by explaining the principles upon which it is based; by indicating the functions and proportionate values of its parts and the emphases appropriate to them; by explaining in detail the better modes of procedure in matters of real difficulty.

But, the primary grades and the kindergarten are provided with directors in addition to the supervising principals—a condition warranted by the relative inexperience of the teachers and their need for closer specialist supervision. At least once a month these directors assign the work to be done by the several groups of teachers in great detail as to subject-matter, illustrative material, method. The assignment is in practice—if not in theory—mandatory. When the director later visits the class room, the teacher who has exceeded the assignment or failed to cover its extent in the allotted time is nervous, apprehensive, repentant.

Now, the proper concern of the teacher is her own class in all its subtle and vital individuality—its temper, its needs, interests, aptitudes, powers. Just as each child is a unique person, so each class is a unique group of such persons. It is not with the mathematical concept of the “average” child or class that the teacher deals each day; it is with the actual and unique child and class. To be sure, general principles should govern the teacher’s procedure as a whole; but who is at the same time wise and bold enough to determine for a month in advance the details of treatment appropriate to any one class, much less to one hundred? A minutely prescriptive supervision is certain, I say, to prove injurious in its effects upon the pupils.

It is of fundamental importance, moreover, to remember that to the degree that the planning of details is not done by the teachers themselves, the implication and warrant are that the teachers are immature in their art. But growth itself demands freedom with responsibility—even for teachers of tots. For the teacher to rely habitually upon the supervisory officer to perform her thinking to the pitifullest detail is for her at least to be tempted to sacrifice two very precious and important things—initiative and a keen sense of personal responsibility. Under a too minutely prescriptive régime, the tendency is for the teacher to lose insight into the principles underlying her work, to lose progressively power of adaptation to unforeseen and unusual situations, to develop a rigid system of habits. In the primary grades teachers are prepared for the intermediate; in the primary grades, therefore, it is vitally important that every teacher be stimulated to attain a certain honorable independence. Like the physician and the teacher, the supervisor should seek to make himself unnecessary.

The directors, therefore, will devote themselves hereafter more to matters of real difficulty and less to minutiae; they will indicate maxima and minima in the work of each month so as to permit, within the limits of wisdom, scope for each teacher's discretion and individuality. There will be a gradual lessening of detailed prescription from the first grade to the fourth; and the supervision of the fourth grade will closely approximate that of the intermediate grades.

THE BOARD OF SUPERVISION.

In accordance with the actual needs of the local situation, as well as with the best contemporary practice, I have sought to conduct the elementary schools largely through means of a board of supervisors. This board consists of the supervising principals, the assistant director of the primary department, and the assistant director of kindergartens. The board assumes the responsibilities and exercises the functions of a cabinet to the assistant superintendent in charge of colored schools. Among the matters which are discussed and, with the approval of the superintendent and the board of education, determined by this board of supervisors, the following may be mentioned: The standardizing of teachers' ratings; the consideration of inefficient teachers; the assignment and transfer of teachers; the accommodation of "overflow" pupils; the establishment and discontinuance of classes; educational policies.

Both for the intrinsic importance of the document and for the purpose of giving a concrete illustration of the processes of the board of supervision, I may quote in full the board's certification to the superintendent of the ratings of teachers for 1907-8:

In accordance with the provisions of rule 39 of the rules and by-laws of the board of education of the District of Columbia and the instructions of the superintendent of public schools, the undersigned supervising principals have severally determined upon and do hereby submit the following general ratings for the teachers of their respective divisions. These ratings embody the final judgment of the several supervising principals, due consideration having been given to relevant facts and opinions submitted by the assistant directors for their several departments.

Moreover, the grounds upon which each and all of the teachers and principals in the elementary schools are herein rated (tenth to thirteenth divisions, inclusive) have been stated in the presence of all the persons signatory to this statement and finally approved by all of them without qualification or reserve.

Precisely in the words of the superintendent of the Chicago schools in reference to his board of district superintendents, I may say:

* * * There are often wide differences of opinion as to the course to be followed in particular cases, but when a policy has once been agreed upon, since the board is acting as a unit, and practically as a cabinet * * *, the policy is carefully carried out by all, and the burden of any difficulties that may arise from this course is shared by all.^a

^a Report 1905, p. 151.

For every member of the board to be personally familiar with the schools and teachers and special conditions in every section of the city is obviously a great advantage, since it brings the actual experience of every officer to bear upon a given point. For this very reason I recommended the annual rotation of the supervising principals as a general policy. The appropriate changes were made just before the opening of schools in September, 1907, and the next exchange will be made September 1, 1908. A further important advantage of this plan of rotation may be mentioned: When a teacher has been rated "Poor" in successive years by four supervising principals, that rating is an absolutely just basis for decisive action. The policy of rotating the supervising principals has won, I think I am safe in saying, the approval of the teachers and of all that portion of the community which displays an active interest in the administration of our schools.

THE PROMOTIONAL EXAMINATION.

Within a given salary class there is opportunity for the advancement of the elementary-school teacher each year for ten years; such advancement is conditioned only upon satisfactory service and is distinctively the result and reward of length of service. Promotion from one salary class to another is contrariwise the result and reward of superior efficiency; such promotion is now based primarily upon the "General Rating" indicative of actual current efficiency, given by the appropriate supervisory officer.

The usual process is in detail as follows: Of the teachers rated "Excellent" in the division in which the vacancy occurs, that one is chosen who has been longest in the service. In case, however, no such teacher is found the promotion goes to the "Excellent" teacher in any of the other divisions whose longevity is greatest. Rating and longevity being practically identical, the appropriate supervising principal, in conference with the assistant superintendent, uses his discretion. Ordinarily teachers are promoted from either grade 1 or grade 2 to grade 3, thence to grades 4, 5, 6, 7, and 8 in the order indicated. As often as practicable appointments of graduates from the normal school are made to grade 2, because grade 1 requires better class management and greater personal vigor; hence it happens that promotions to grade 3 are not infrequently made from grade 1 rather than from grade 2. There is much reason to believe that the ratings of supervisory officers are not adequate for the most equitable administration of efficiency promotions.

Promotions should be so managed as to offer the maximal number of teachers incentives to professional study. "It is believed," says

Superintendent Cooley, of Chicago,^a "that a teacher in a good school will increase in efficiency for four or five years even if she relies on her schoolroom experience for information and inspiration, but it is doubtful whether this increase will continue over a longer period unless the teacher is induced in some manner to study and prepare herself for better work. Unless she does this, the chances are that before the end of the decade a decline in efficiency will set in, which will proceed steadily as the years go by." Ratings normally vary but little from year to year and are based wholly upon observation of specimens of actual class-room work. Almost inevitably they exaggerate the importance of "purely mechanical efficiency in handling a schoolroom;" they do not, I am convinced, sufficiently recognize the teacher's private effort to enlarge and to enrich his intellectual and professional resources.

Grades 3 and 4 are in class 3; grades 5, 6, and 7 in class 4. If not in pedagogic principles, at least in academic knowledges, the teacher of grade 5 must be more amply equipped than the teacher of grade 4. To promote a teacher from grade 4 to grade 5 primarily upon her rating in grade 4 is therefore to promote upon an inadequate basis.

In every grade there is usually a considerable group of teachers with the same rating, and hence (except for assumed superiorities due to slight differences in longevity) of apparently equivalent efficiency. Some means more exact than the rating and more significant than the longevity of determining the relative efficiency of individuals in such a group is important.

Many teachers who have attained and kept for several years a rating of "Excellent" rest on their oars until in the fullness of time enough "E" teachers of superior longevity are promoted or marry or die to yield automatic promotions. Some definite and systematic means of stimulating "Excellent" teachers of inferior longevity to continue their professional studies is essential.

Special provision should be made for exceptionally rapid advance of the exceptionally efficient teacher. Few of our clever young men, for example, enter the normal school and the service, and a large proportion of them abandon teaching at the earliest opportunity. This situation is due largely, I think, to lack of provision for advance in accordance with ability.

I repeat that the ratings and longevity data afford no adequate basis for efficiency promotions. I suggest that suitable written and oral examinations be added as a factor. For teachers in classes 2, 3, 4, and 5 I would have an eligible list for promotions established. The current rating would count thus: "Excellent," 70 credits out of 100;

^aE. G. Cooley: *The Basis of Grading Teachers' Salaries. Addresses and Proceedings N. E. A., 1907*, p. 95.

"Very Good," 30; and "Good," 50. The examination (prescribed and conducted by the regular board of examiners and open only to teachers already in the service) would thus count for 30 credits or less, as the case may be. This considerable reduction in the influence of ratings upon promotions reduces the effect of errors and of differences in severity of estimate. The introduction of the examination as a factor has, in a word, the effect of tending to standardize the ratings. To secure a position on a list of eligibles, a teacher must be teaching in the next class and grade below, must have a rating of not less than "G," and must attain at least 10 credits in the examination. The test of longevity would be applied as at present—that is, when other things are equal—but no superiority in longevity of less than two years should be recognized.

Some form of the promotional examination is successfully used in the elementary schools of Baltimore, Indianapolis, Pittsburg, New York, Chicago, and Boston. The introduction of some such system of examinations as a factor in efficiency promotions would, in my judgment, stimulate the teaching corps in our elementary schools to vigorous professional growth as hardly anything else could do. "Every teacher recognizes that many things can not be determined by an examination," says Superintendent Cooley, than whom there is no higher authority in America upon the promotional examination. "Everyone recognizes that it is not an entirely satisfactory agent for selecting or promoting teachers. We may use them, however, as an auxiliary, and there seems to be no special reason why they are less effective in aiding in the work of selecting or promoting teachers than in selecting or promoting other public servants."^a

AMENDMENTS TO THE ORGANIC LAW.

The minimum salary of the director of primary instruction is \$1,800, or \$300 more than that of the director of kindergartens; whereas in the colored schools the corresponding assistant directors receive the same salary—\$1,300. I think it equitable for the assistant director of primary instruction to receive a minimum salary of \$1,600.

By what must have been an oversight, the organic law makes no provision in the colored schools for a director of intermediate instruction and a supervisor of manual training. The assistant superintendent has exercised the functions of the one, and a teacher in the Armstrong Manual Training School, with the highly valued assistance of the supervisor of manual training in white schools, has exercised some degree of supervision over manual training. It is vitally important that this grave oversight be corrected by an amendment to the organic law.

^a Supra, page 98.

MISCELLANEOUS TOPICS.

VISITS AND CRITICISMS.

Whether in secondary or in elementary schools, teachers—and by no means merely those rated low—complain—I fear, with too great reason—that the supervisory officers (principals, heads of departments, supervising principals, and assistant directors) do not in their official visits stay long enough to get trustworthy impressions of the work and that they do not give the teachers the benefit of definite professional criticism and suggestion. On this account I sent to all the supervisory officers a circular letter (November 9, 1907), of which I beg to submit a summary:

My feeling is that the official visitor should not, without definite reason, interrupt the recitation or study in the class room. His teaching of the pupils should be primarily for the benefit of the teacher. Every supervisor should make each regular visit to the class room, laboratory, shop, or kitchen long enough to enable him to discover not only the spirit animating pupils and teachers, but also the general plan and purpose of the particular recitation technically considered. The critic should remain long enough to form a judgment of the degree of success actually being attained and of the ways and means in which the conduct of the work might be enhanced in effectiveness. The utmost frequency of visiting each class room that is compatible with reasonable length of stay and other duties is of course advised. Each supervisor must keep himself constantly in contact with conditions throughout his jurisdiction.

It is the duty and privilege of the supervisor to let each teacher definitely know his estimate of the teacher's current efficiency, his appreciation of certain clearly discriminated excellencies, and his awareness of certain specific defects. While religiously safeguarding the teacher's freedom, he should not permit teachers to continue indefinitely in the use of wholly ineffective methods; a single word of comment or suggestion will in many instances supplant ill methods with better. Some teachers keep small writing pads on their desks in which the official visitor may enter, without interruption to recitation or study, such suggestions as from time to time during his visits he may wish to submit; this is a good practice. The criticism which points out definite ways of overcoming specific deficiencies counts; but it were better to neglect a particular method or device for the sake of firmly establishing in the teacher's mind an educational principle. Such a principle may be trusted in the fullness of time to fashion and sustain a better procedure even to the utmost detail. A reference to a book or to a special article which contains some clear exposition of the principle involved is always helpful, for it offers the teacher opportunity to develop the critic's suggestion independently. Above all one should be absolutely frank and straightforward in his criticism of teachers, for candor carries no sting.

VOCATIONAL TRAINING.

A fundamental misconception is prevalent as to the aim and value of manual training in our elementary schools and in the manual training high school. Let it be said clearly and frankly that manual training is used along with history and literature merely as an instrument of education—of general education. The idea is to send the whole boy to school, to exercise the various powers of the pupil, to employ him in constructive work as well as in abstract thinking; wood

and iron and the processes of the arts and crafts are transformed into materials of education. The industrial school, on the other hand, aims at securing to each boy skill in a definite trade for its industrial value; the motive of such a school is economic. Obviously, the methods of teaching and the range of materials will differ radically according as the motive of the teaching is educational or economic.

Further, experience all goes to show that one and the same school can not efficiently conduct the two kinds of teaching; confusion of aims and motives, of methods and materials are certain to result from the attempt; neither purpose can be accomplished, for each is hampered by the other. On this ground I do not favor permitting trade instruction to find a place in the Armstrong Manual Training School. The Massachusetts commission on industrial education (1908) certainly speaks with the voice of authority:

The commission is of the opinion that industrial education * * * can not be successfully conducted in the elementary schools or in the high schools which have as their main object a general education, because the efficiency of such a school depends chiefly upon its dominant motive * * *. Manual training should be offered in all grades of existing public schools; but it would be a serious injury to the cause of industrial education if manual training as given in the public schools should continue to be considered industrial training.^a

The commission quotes with approval the view of the head of the school of industrial art of the Pennsylvania Museum: "Trade instruction should be given in schools devoted to particular trades. Each school should have a distinct and unmistakable character, as the exponent of a distinct industrial idea."^a

Elementary industrial training for boys and girls 14 years of age and over is a proposition in which I am heartily interested. It is a matter with which public-school authorities in America and in Europe are more and more concerned. The very first article in the last declaration of the National Education Association (July 1, 1908) is significant: "* * * We cordially indorse the establishment by municipal boards of education of trade schools, industrial schools, and evening continuation schools * * *." Munich, under the leadership of the city superintendent of schools, has since 1900 been transforming its "continuation schools" into technical schools of elementary grade for apprentices in the trades and in business; it now maintains forty-eight separate kinds of such schools, from a school for chimney sweeps to a school for goldsmiths. Of these schools the Massachusetts commission says:^b

They solve the problem of how to keep under appropriate educational influence during their period of adolescence that great body of youth who are obliged to leave school when only thirteen or fourteen years old * * *.

^a See Second Annual Report of the Commission on Industrial Education (January, 1908), pp. 13-15.

^b Appendix C, pp. 46-51, Report of the Commission on Industrial Education.

The programme of studies for each kind of apprentice school is strictly limited to an essential minimum of subject-matter, general and technical; and the nature of this subject-matter is well adapted to the end in view, namely, the extension of the youth's education as an individual and as a citizen, and the foundation of progressive interest and technical skill in his chosen calling * * *.

The schools embody a well-defined policy that underlies all forms of activity in Germany; namely, that every efficient worker * * * requires general education and also technical preparation for the particular work he is to do.

In the matter of elementary trade schools, Munich is representative of the fruition of a general tendency.

Probably the first trade school in America to be established at public expense was established at Springfield, Mass., in 1898, The Evening School of Trades. "To a considerable extent, at least," says Superintendent Gordy, "has this evening school met the need that is keenly felt by many young men in this city who left the public schools at an early age to pick up a mechanical trade as best they could under an industrial system which has ceased to make definite provision for instruction in trades."^a The successful experience of this school has been utilized by other cities—in particular Cambridge, (Mass.) and Philadelphia. Although the school "maintains the character of a shop continuation school"^b to escape the hostility of the trades unions, its experience should prove stimulating to Washington.

In a given level of employment in the District of Columbia, it is not unusual to find that the colored men and women have enjoyed a better literary education than the white; white persons of equivalent education enjoy better industrial and commercial opportunities in shop and office and attain thereby a higher occupation level. Deprived of opportunities to acquire skill by apprenticeship and the desultory experience of the shop, the colored boy is far more dependent than the white upon the training of the school. But if we except teaching and clerical service, we may say that no colored boy can find adequate training in the city of Washington directly for economic independence.

The night schools now offer something akin to industrial training. But the service of these schools, I sometimes think, has been chiefly to discover how large and steady is the demand for modern industrial training on the part of men and women engaged in menial services, but determined to secure high wages in those services by a trained intelligence and skill which will alter the character of the employment, or to attain a higher occupation level; and how excellent are the aptitudes of many of these men and women.

From the intermediate grades of the public schools many of our boys find their way into juvenile employments in which the maximum wage is attained in a very few years and in which the work itself is

^a Report of the School Board (1907), p. 14.

^b Report of the School Committee (1906), p. 14.

not progressive and educative. Very many later drop into the lower ranges of domestic service and into other unskilled labor. And this despite the excellent aptitudes for skilled labor which many undisputably possess.

I profoundly believe that a series of modern industrial schools of elementary grade for persons over 13 years of age should be established in this community as an adjunct to the existing public schools. These new schools should make provision not only for persons actually employed in the several trades and industries but also for persons without such practical experience. These schools should be conducted with reference to the actual industrial status and opportunities of the colored people in this community. As to workers in given occupations, the schools should enhance the industrial intelligence of those who will remain where they are, and train to higher industrial uses the intelligence and skill of those who show aptitude and promise of rising to higher occupations. Sixty-three per cent of our men and 90 per cent of our women were in 1900 engaged in domestic and personal service. (See Table No. VII.)

TABLE NO. VII.—*Negro persons 10 years of age and over in the District of Columbia by groups of occupations, 1900.*

	Males.		Females.	
	Number.	Per cent.	Number.	Per cent.
Agricultural pursuits.....	394	1	6	0
Professional service.....	525	2	519	2
Domestic and personal service.....	15,632	63	21,018	90
Trade and transportation.....	5,999	24	214	1
Manufacturing and mechanical pursuits.....	2,565	10	1,691	7
Aggregate.....	25,115	100	23,448	100

To render those who will remain in this group more efficient is to confer upon them higher wages, steadier employment, and more wholesome conditions of labor and life, and to confer upon the community incalculable benefits in terms of comfort and health. To rescue from this group for higher industrial uses those who show appropriate aptitude and promise, is to effect an economy of human energy and ability. As to persons in juvenile employments and the practically unemployed, the schools should discover and develop such aptitudes as they may have for definite trades and industries and lay the foundations of progressive interest and skill in their several callings. "For many of the children in our elementary schools in England," says the distinguished professor of education in the University of Manchester, M. E. Sadler, "the present curriculum is too ambitious, and something simpler and more practical would stand them in better stead. Those men will be in the long run among our sanest citizens and firmest characters who have learnt to do their day's work as well as it can be done,

and who have gained at the elementary and continuation school a desire to be good engineers, good carpenters, good plumbers, good builders, good farmers, or good servants; finding in some practical efficiency the best preparation for the tasks of citizenship in a self-governed community." ^a

The merest beginnings of industrial training have been made in our evening schools. Let them be no longer hampered with a beggarly appropriation; let them develop this training to a much higher level of efficiency by means of better trained and better paid teachers, a more comprehensive and systematic plan of instruction, provision for actual attendance during a much longer term, and additional trades and industries selected in accordance with the industrial needs and opportunities of the colored people of Washington.

But to the industrial training of the night schools should certainly be added ample provision for such training during the day. I would, therefore, earnestly recommend the establishment of a series of modern industrial schools (in accordance with the views of the Massachusetts commission on industrial education), located in one building upon a site centrally located with reference to our colored population. I would constrain no child, however humble his parentage and apparent opportunities, to enter this institution, for that would violate the spirit of American democracy; I would simply throw open the doors to all children above a certain age, confident that many who now drop out of the grades would gladly embrace its opportunities, and that many who doggedly persist, despite grave discouragements, in the present all too abstract and literary curriculum would find here an atmosphere and opportunity for which their interests and aptitudes now crave in vain. The problem would be not "to drum up" an enrollment, but to keep it within bounds. An appropriation of \$250,000 for the building and site would not be a penny too much. The series of schools in this building should, of course, be under the direction of one highly competent principal; the teachers should be chosen not merely because of their skill in the various industries, but also because of their familiarity with the history as well as the actual current practice of their trades, and with local industrial conditions, and of their expertness as teachers.

While specifically industrial training should begin with the fourteenth year of age, this institution should, I think, be equipped to take boys at 12 years of age in order to prepare them for entrance upon vocational training proper by developing their interest in industrial pursuits through study of trades and industries in connection with lessons in history and geography and arithmetic and drawing and simple exercises in wood and metal working and the like, and thus discovering their industrial aptitudes. For girls the institution

^a Continuation Schools in England and Elsewhere, edited by M. E. Sadler, p. 672.

should recognize the fact that most of the years of the average woman's life are spent in somebody's home, and that, in addition to training for special industries, thorough preparation for the tasks of the household—including, of course, the care of children—is of fundamental importance.

The establishment of such a group of monotechnic schools for the colored population of Washington would be a very great blessing to the whole community. "We need, in my opinion," says Dean Russell, of Columbia University, "one more article in our educational creed. It is this: 'In making a man, make him good for something.'"

The Negro farm hand who exchanges the chances of life in Maryland or Virginia or Georgia for those of a great urban community like Washington—and there are many such year after year—is, as I said some years ago in another connection, "wholly unprepared for the complications, the competitions, the moral stress of city life, and little or no provision is made to train him in the arts and industries by which he might sustain himself. Memphis, Atlanta, Washington, New Orleans, Louisville, Baltimore, St. Louis, Philadelphia, and New York—9 cities—in which the Negro population varies (according to the census of 1900) from 2 per cent of the total in New York to 49 per cent in Memphis, and from 36,000 in St. Louis to 87,000 in Washington, contain a total black population of over half a million souls, and in not one of these cities does there exist a trade school for Negroes even remotely comparable to the Baron de Hirsch School in New York City for immigrant Jews. It is certainly to the interest of these cities to place within reach of their Negro populations not only the usual facilities of good grammar schools and good high schools, but also adequate training directly for economic independence." Why should not the capital of the nation, containing as it does a larger number of Negroes than any other city in the world, take a lead in this vital matter?

SCHOLARSHIPS.

"It is essential," says Professor Sadler, "to watch for signs of special talent among all the children attending the nation's schools, and to provide for every boy and girl of marked intellectual or artistic promise, however humbly born, the fullest opportunity for the highest and most fitting education."^a Thanks to the initiative of the principals and to the generosity of institutions and individuals, including the faculty of the school, scholarships have for some years made it possible for a few of the graduates of the M Street High School to be specially aided to enter colleges and other institutions of higher education and training. At my suggestion the dean of Teachers' College of Howard University will next year offer, not only to graduates of the M Street High School but also to graduates of

^a *Supra*, p. 672.

the Armstrong Manual Training School and of Normal School No. 2, scholarships in his institution. The generous interest of the authorities of the University deserves special appreciation; and the fostering of closer relations between Howard University and our public school system is a most worthy endeavor.

With reference to the regulation of scholarships, I may suggest the advisability of having each one officially accepted by the board of education and awarded under regulations approved by the superintendent.

A scholarship, of course, benefits not merely the fortunate individual to whom it is awarded; the competition interests a large number of pupils and centers their attention and that of their parents upon the values of the higher education. Graduates of our public schools have won esteem for this community in the colleges of New England by their scholarship not less than by their character. What can be more important than to discover and to grant exceptional opportunities of education and training to our gifted youth? I can not forbear referring to Huxley's oft-quoted remark:

Now, the most important object of all educational schemes is to catch these exceptional people and turn them to account for the good of society. No man can say where they will crop up; like their opposites, the fools and the knaves, they appear sometimes in the palace and sometimes in the hovel; but the great thing to be aimed at, I was almost going to say the most important end of all social arrangements, is to keep these glorious sports of nature from being either corrupted by luxury or starved by poverty, and to put them into the position in which they can do the work for which they are specifically fitted.

So clearly do our people realize the validity of this view that I have no doubt that a committee chosen from the faculties of the high schools and the normal school could without great difficulty raise a substantial sum to endow these schools with a large number of appropriate scholarships. Such an organized effort should certainly be made.

ACKNOWLEDGMENTS.

And, finally, it is my privilege to express my profound appreciation of the invariable courtesy and the priceless devotion to duty of all the officers and teachers of the schools under my supervision.

To you, Mr. Superintendent, I am indebted for sagacious advice and magnanimous direction and unfaltering support for which no words can express my gratitude.

To the members of the board of education, and in particular to President James F. Oyster, I beg to voice my gratitude for courtesies and kindnesses innumerable.

Very respectfully,

ROSCOE C. BRUCE,
Assistant Superintendent.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF DIRECTOR OF NIGHT SCHOOLS.

SIR: In submitting the report of the white public night schools of the District of Columbia for the year 1907-8 it gives me pleasure to state that their work was successful. The enrollment increased from 1,643 the year before to 1,836 without an increase in the number of schools and with but 1 increase in the number of teachers. There were no serious cases of discipline to settle. The teachers were faithful in attendance and kept up the interest to the end of the term, though the number of sessions increased from 61 last year to 80 this. The courses of study were followed as closely as possible, and there was a general desire on the part of teachers and pupils to accomplish the best results. About 27 per cent of those enrolled had attended night school in previous years and 65 per cent of those on the roll at the close of the year were enrolled in October, showing that many pupils attend who desire to pass from grade to grade and who really use the night school as a means to an end—the acquisition of a common-school education. The careful grading of our schools at present makes this possible.

Owing to the fact that under the law this year the cost of industrial and commercial instruction had to be paid from a special fund, which was too small for the purpose, the Business School had but 66 sessions as against 80 at the Franklin. This condition will not confront us next year, but because of a cut of \$4,500 in the appropriation available for the payment of night-school teachers and janitors all the schools must next year close after 57 sessions if the present schools are kept running and no additional appropriation is obtained. It will take an additional \$5,000 to run the schools as at present constituted as late as they were open this year. More than that amount should be had, because the salaries of teachers are now too low, and a new school for industrial instruction should be established at the McKinley Manual Training School. Such a school would be in line with progressive night-school development, and the cost, except for teachers, would be small, as the apparatus, tools, and machinery already there could be utilized. Courses similar in main to the day courses should be arranged both there and at the Business School, eliminating the less important subjects, and certificates should be

given to graduates showing the amount of their work. I see no valid reason why our public night schools should not offer practically the same opportunities for study and advancement as are afforded by our public day schools, and as good as private night schools offer. To accomplish this, the night-school year should be essentially the day-school year, especially for the high and industrial schools. A double corps of teachers might be employed and the classes so arranged that a pupil might not be obliged to attend more than four nights a week. With a term of 60 nights we can not hope to compete with the private school, which is open three times as long.

While the District appropriation act for next year permits the establishment of "trade" schools, the amount appropriated will not allow such action, except by materially crippling the schools already in operation. However desirable trade instruction may be, the grade work is of greater importance in fitting for citizenship those who from lack of opportunity or other cause are without a reasonable common-school education. To what extent the State should go in teaching the mechanical trades is a far-reaching problem, the solution of which involves a careful study of social conditions. What is the duty of the State as to public instruction? Should it specialize instruction, to the end that certain pupils are made plumbers, others lawyers, etc.? Would it not be class legislation to provide for the teaching of some trades and not for all? Is the public school primarily supported for the benefit of the individual, or does the State in its expenditures for public schools look first to its own interests as a community? What special occupations should be taught? Is the tailor a better citizen than the bricklayer; the lawyer than the clergyman? Should the public school do more than to lay a broad and firm educational foundation, leaving to the individual the choice as to the kind of superstructure and making him responsible for the building of the same? To me it seems wise for the state to do more than it at present does along industrial lines.

Owing to the small amount of money this year available for industrial work, the cooking and carpentry classes at the Jefferson were closed. Two cooking classes, each with one session per week, were maintained at 212 H street NW. and two at 646 Massachusetts avenue NE. All four classes were very successful. Such classes could profitably be opened in other sections of the city. These, with certain classes (bookkeeping, shorthand, typewriting, mechanical drawing) at the Business High School, were the only ones coming under the head of "industrial and commercial instruction."

The foreign element in our schools was larger this year than heretofore, comprising about 18 per cent of the total enrollment. Two foreign classes were opened at the Jefferson and two additional

ones at the Franklin, making seven classes in all. The local chapters of the Daughters of the American Revolution continued their interest in this work, again presenting a prize of \$5 in gold for the best essay written by a member of these classes upon the "Advantages of American citizenship," and a silk United States flag for second and third best essays. The classes at the Jefferson were formed as the result of effort by the Council of Jewish Women in the city, and I understand that these patriotic women are to make still greater effort along this line next year.

There was a net increase of 1 in the number of teachers this year. Four new foreign classes were formed, but two industrial classes were closed at the Jefferson and 1 teacher less was assigned to the Corcoran owing to the smallness of the school.

The ages of pupils ranged from 13 years to 66 years, the very few of 13 years being there by special permission. The average age in the high school was 20.2 years; in the grade schools, 18 years. Other statistics are included in statistical reports.

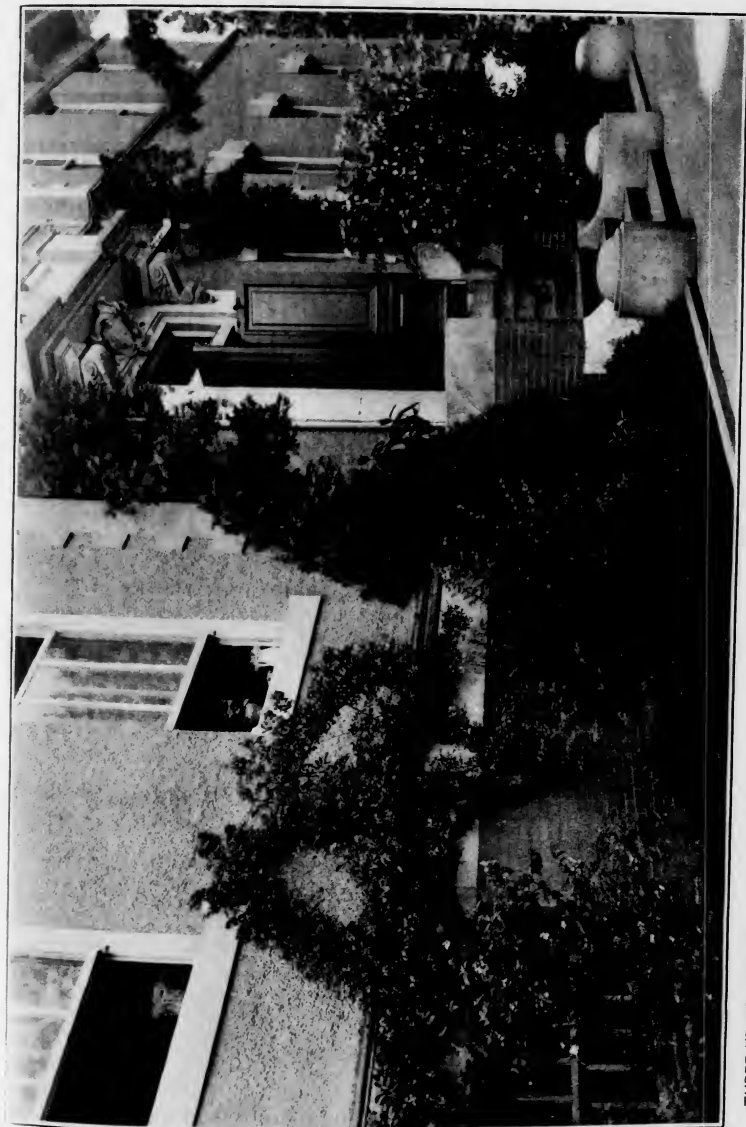
I desire to commend the teaching force. Their work is exacting, requiring infinite patience and tact, combined with firmness and teaching power. I regret that the appropriation for next year will not permit an increase in their salaries. At present all teachers are paid \$2 per session of two hours, \$1 an hour for actual teaching time, no allowance being made for the time required to prepare properly their lessons, the time necessary for the correction of papers, and the time used in going to and from school. One dollar an hour is the price usually paid here for private instruction, the pupil going to the teacher. The salaries paid here for night-school work are much lower than in some other large cities, and I urge that an effort be made to increase them. The low salaries account in part for the difficulty in keeping teachers for several terms. Of the 39 teachers on the roll at the close of this year, 19 had been new appointments during the year.

In closing I desire to thank you and Assistant Superintendent Hughes for helpful interest, wise counsel, and cordial support during the year. You have both been most kind.

Very respectfully,

B. W. MURCH, *Director.*

Mr. A. T. STUART,
Superintendent of Schools.



THREE YEARS' GROWTH OF VINES AND SHRUBBERY AT THE MORGAN SCHOOL. THE SCHOOL IS INDEBTED TO MRS. GARDINER HUBBARD,
WHO KINDLY DONATED ALL OF THE MATERIAL.



REPORT OF THE DIRECTOR OF MUSIC.

SIR: I beg to submit herewith my report on the work of the department of music for the year just closed.

In the first grade the work in music was much strengthened by the use of the Song Primer in all classes where the book was placed in the hands of the children. There was opportunity for more individual work than ever before, with a very great saving in the time and strength of the teacher. The child can not concentrate well upon a presentation which divides his interest, as is the case when the teacher copies songs or phrases for him upon the blackboard. Something in the more extended form of blackboard work, the distance from the individual child, the influence of many children studying the one copy, and possibly the personality of the teacher as a medium between the song representation and the child—all these are factors of greater or less weight in making a result of more or less confusion in the mind of the child. With his own book in his hands, attention is easily concentrated, and really remarkable results follow. This work should be followed by placing the Song Series, Book I, in the second grade. This is logically the next step in the development of a systematic course in music.

In the fifth grade, also, there is need of new material. The fact that the fifth-grade children have sung one year from the music reader as fourth-grade pupils dulls the interest and hampers the work of this grade. With children the entire problem of interest in music is solved if sufficient material of the sort that appeals to children is supplied.

The work in the eighth-grade classes was seriously handicapped by the lack of a sufficient number of books, few schools being supplied with complete sets; but in spite of this drawback, I feel that the work, on the whole, was a great improvement on that of former years. This improvement is entirely due to the quality of the material used. Too great stress can not be laid upon this point. Music must always be considered as an art, and we must accept the obligation laid upon us by that standard and provide the pupils with that music which has been accepted by the world as the best. The Laurel Song Reader is especially adapted to win the appreciation and respect of boys, a fact which greatly enhances its value as an eighth-grade book, as this is the period when the boys' interest in music is most difficult to hold.

It was a serious detriment to the work of the music department that there was no song festival this year. Children in the very lowest grades have come to look forward to the time when they should participate in such a festival, and throughout the schools their disappointment was keen. The stimulation of the minds and spirits of children by such expectations is perfectly normal and wholesome, and should be made a legitimate part of the work in music, as it is made a part of many other phases of school work. I recommend that the song festival be made an annual event in the schools, just as the competitive drill is an annual event. In time this event would come to be recognized as one of the great features of the Washington schools.

Moreover there is legitimate demand for this emphasis on the music side—the art side—of the child, to offset the tendencies of the athletic interest. No one disputes the advantage of athletic interest to the school; but just as we continue to develop this interest, and stimulate it by public competitions and exhibitions, so we should definitely plan to round out the child's development by stimulation of every æsthetic and altruistic impulse. I believe there is no more effective means to this end, than the one I advocate—an annual song festival.

There is need for reorganization of the work in music in the high schools. With the present limited faculty it is not possible to do more than the chorus work in the different high schools. If credit were given for music, and it were made to count toward a diploma, that would help very materially in dignifying the work.

In one high school a piano player has been introduced. The results have been interesting and significant far beyond our expectations. These piano players, as sources of general musical culture, should be introduced into all of the high schools.

There should also be given in each high school at least one concert a month to develop appreciation of good music. Much talent of a very high order is available for this purpose, and if permission were granted to arrange a series of high-class concerts, six or seven, for a nominal admission fee of 10 cents each, to be paid by those pupils who wished to hear the music, there would result a very marked increase in general musical culture and appreciation. This is not a new idea. Many cities recognize this need, and definitely plan to meet it in some such way as that suggested above. We shall never be a music-loving people until we create the need for music satisfaction among our public-school pupils.

I regard the normal school as the most important center of my work. Here there is need that more time be given to the subject of music. A larger teaching force is needed, which would enable me

to place one teacher in the normal school for all the work. Here, too, there is need of the same sort of culture work I have outlined for the high schools. The normal schools should be included in the suggested arrangements for concerts. Piano players would be of inestimable value in the normal schools. I urge the placing of these instruments in both normal schools.

In conclusion, I desire to express my appreciation of the cordial cooperation of the teachers of the music corps and of the regular grade teachers. To their faithful and efficient service the success of the work of this department is due.

Very respectfully,

ALYS E. BENTLEY,
Director.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF DIRECTOR OF DRAWING.

SIR: I have the honor to submit my report of the year's work in drawing.

The work of the past year has been based on the same general plan as in preceding years. In the first semester no radical change was made, but in the second semester the work of the first four grades was planned by the drawing teacher and given to the teachers at meetings held by the director of primary instruction, while in the upper grades copies of the course in a fuller and more explicit form, hektographed by the drawing teachers, were sent to the grade teachers as substitutes for the printed slips previously used.

In the first four grades the pupils gain practice in freehand representation by the use of pencil, crayon, color, and paper cutting.

Exercises in modeling, construction, design, and imaginative drawing also have a place in the course, and the work is made to connect as directly as possible with all the other work. For instance, in the fourth grade, where in the geography they study the District of Columbia, the pupils modeled relief maps of the District and the Potomac River; they drew on the board and on paper the square representing the District with the river; and they also made pictures representing the appearance of a river in pencil and color.

In the higher grades, though the drawing is still made to correlate with the other subjects, the pupils study the representation of objects for careful study of form and perspective; they make drawings to be used in their manual training; and they study design in its direct application. Table tops, box tops, sofa pillows, collars were some of the problems given.

In the secondary schools the work in drawing is modified and adapted to their respective courses of study.

In the academic high schools the course is divided into three branches, the regular, special, and major classes.

The regular course is prescribed for all pupils in the first and second years. In the third and fourth years it is prescribed for normal school candidates and is optional to others. In this course half of the time is devoted to analysis of form with representation in outline and in light and shade, using pencil as the medium; the other half to representation by color, the study of the theory of color, and the laws of color harmony and the application of these principles to color in design.

The special course is elective to all pupils, and is for those who have special interest or greater ability in art work. To these pupils is given one period a week of work in charcoal, besides the lesson with the regular class.

The major course is open to pupils in the third and fourth years, is planned for individual preference and ability, and is given eight periods a week.

In the Business High School the course in drawing this year was planned for one period a week for all first-year pupils, but the crowded condition of the school made it seem an impossibility, until the pupils solved the difficulty by voluntarily devoting an extra period each week when they could be accommodated. The course, which is based on lettering, has been correlated as much as possible with the other school work. The appointment of a second teacher made it possible to begin a sketch class as a preparatory step to more advanced work.

In the manual training school the work has been carried out on the same general lines as heretofore. While the work in drawing in this school has for its first and most important object the training in esthetic appreciation, it must of necessity lay great stress on that phase of the work which emphasizes the interdependence of beauty of form and color, and the practical problems in the various technical branches studied by the pupils. To carry out this idea the work was planned so as to include study in direct representation and work in applied design. The first part of the work embraced exercises in pencil, charcoal, and water color. The work in design aimed to teach the principles of rhythm, balance and harmony in form, value and color. One of the exercises by means of which this was carried out was a problem in furniture design. The boys made designs for tables, chairs, cases, chests, and book racks, working them out afterwards in the shops. Some of the girls' classes were required to originate a well-balanced design, using a motif derived from nature or from Japanese prints.

This was cut in a wood block and was printed in color on some suitable textile.

The work of the classes in metal work and jewelry was notably excellent, and occasioned much favorable comment from the members of the Manual Training Teachers' Association which met in Washington in April.

The mechanical drawing is, of course, related directly to the shop-work and is at once most practical and extensive.

In the normal school the course in drawing has three aims in view: To lead the pupils to a greater knowledge and appreciation of art, to increase their accuracy and facility in graphic expression, and to pre-

pare them to educate others along the same lines. To carry out these aims the students are trained in pencil, crayon, and blackboard drawing, brush work with ink and color, clay modeling, paper-cutting design, sloyd work, and genetic construction. This work is made to correlate intimately with the botany, zoology, history, and geography, and while it is exactly the same as the work done by the children in the primary grades, it is done by the normal school students on their own level. The students gave lessons in these subjects in the practice schools under the supervision of the drawing teacher and the practice teachers. The practice and criticism gained in this way were most helpful.

There was also a course in art appreciation and history of art which was supplemented by trips to the Art Gallery, to exhibitions, and to the public buildings.

In submitting this report I wish to acknowledge the sympathetic cooperation which I have received from the entire corps of drawing teachers, the enthusiasm with which they have approached their work, and the energy and faithfulness with which the grade teachers have carried out the plan of instruction. I feel that all these points are factors in any measure of success which has resulted from the year's work.

To you also let me express my appreciation of your unfailing interest.

Very respectfully,

ANNIE M. WILSON,
Director.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF SUPERVISOR OF MANUAL TRAINING.

SIR: The past year has been an unusually busy one, but the character of the extra duties has made the labor pleasant.

During the early part of the year much time was given to participation in the work of the commission on the consolidation of public schools.

Following this, much consideration was given to the problem of manual training for ungraded and atypical classes. Suggestive courses of work in whittling and simple bench work were outlined and a series of weekly lessons lasting through the year was given the teachers of these special classes. One of the regular shop instructors was assigned to each class for one period a week to help in putting the equipment in shape and in starting the work. Owing to unavoidable delay in obtaining the equipment for these classes, benches and tools which had been purchased for use in the lower grades were supplied them, in order that the work might commence as soon as possible.

Possibly the greatest need in getting the manual work properly started in the special classes is expert assistance for the teachers. Especially in the case of tool work is this need manifest. While it is clear that accuracy of method and of results can not be insisted upon generally, it is by no means improbable that in many cases the children of these classes will show surprising ability. To make the work count for as much as possible, therefore, it should be closely guided by those who are experienced in it, if only for the sake of a minority of the pupils. To those who have ability for it, it should prove of great value. To insure proper guidance, I have recommended the appointment of a manual training teacher, who should visit each class at least once a week and give a lesson.

Some of the meetings of the department of superintendence of the National Education Association, which met here in February, were of great interest to manual training teachers, and all of the pertinent papers and discussions were heard.

In April the Eastern Manual Training Association came to Washington for its annual meeting. The local manual training teachers made the necessary arrangements for this meeting and were given opportunity to attend the sessions.

Last year experiments were tried with the view of introducing simple wood work into the lower grades, commencing with the fourth. Preparations were made to do much more this year, but

insufficient funds prevented. It is hoped that a fair beginning will be possible next year. In conducting this work, its inevitable bearing on the bench work of the upper grades should not be disregarded. As in the case of the special classes, it would be wise to employ a trained teacher to help in this work until the regular grade teachers become proficient.

In the grammar school shops numerous changes have been made with the view of stimulating the interest of boys, while preserving the value of the older forms. There is a feeling, manifest throughout all manual training circles, that practically all the work should be upon useful articles. This implies or should imply an ultimate standard comparable to a good commercial and artistic standard. Below a certain minimum of experience it is not possible for the average boy to reach such a standard, even with the close guidance which small classes make possible. We have reduced the time allotted to the shops and the tendency is to increase the size of classes. There has now elapsed sufficient time to enable us to observe the effect upon the work. Naturally there is less work and a lower standard of excellence. In some classes the instruction has been reduced in total efficiency probably 50 per cent, due to the shorter hours and larger numbers. It is difficult to adapt ourselves readily to these changing conditions; the pupils must be satisfied with less in their results, while teachers and parents do not understand why the boy of to-day does less than his older brother of yesterday. A critic has said, "Manual training is not worth what it costs" in time, interruptions to regular programme, etc. It is probably true that unless sufficient time is given to it to make it possible to do it right it is not worth while. It is to be hoped that adverse conditions will not be imposed until we shall have reached that stage. It is interesting to observe that we are attaching less and less importance to manual training, judging by the time given it, salaries paid to its teachers, etc., at the very time the President is advocating its extension. At this time, also, there are important state and national movements for the encouragement of industrial education, and there is no one subject receiving so much attention on the programmes of recent educational meetings as manual training and allied subjects.

The present school law has not led to any perceptible improvement in the salary question as it affects the grade manual training. The initial salary is lower than of old, the increases are small, and the maximum salary is too low. These teachers should be in classes 4 and 5.

In the McKinley School, owing to the overcrowding, the time given to shop work has been reduced from four to three periods a week for several years past. Even this plan has provided for all recently only by running the shops two periods extra each day. Four

periods a week were considered a very low minimum, which was adopted with some misgiving; most schools give more. Three periods are too few, therefore it is hoped that the added facilities afforded by the extension to the building will permit a return to the four-period plan.

The principal of McKinley will doubtless state in detailed form the needs of the school, present and prospective, which point to the necessity of an immediate request for funds to begin carrying out the recommendations of the schoolhouse commission respecting additional ground and buildings. In this connection it should not be forgotten that both the "extensions" provided for to date are not strictly such, inasmuch as they will merely give us the building as originally requested and planned ten years ago. The first real extension is therefore yet to be made. There is urgent need of it now and, as it can not be ready for use within two years at the least, no time should be lost in taking the proper steps to secure it. I mention it and urge it here because the manual training subjects are as much concerned in the matter as any of the others.

As in the grades, so in the high school the new law has led to little or no improvement. In this school the teachers of every subject which aids in making it a distinctive school are discriminated against in salary. The minimum is \$200 less than the minimum paid in other subjects, and the maximum is \$450 below that in other subjects. Furthermore, the rate of increase is so slow that nearly twice as long a service is required to reach, in regular promotion, this lower maximum. This condition is worthy of note, in view of the advocacy for the extension of manual training, as heretofore remarked. Over \$500,000 has been appropriated to date for the McKinley School, to provide site, building, and equipment for a manual training high school. Is it not about time that the propriety of giving the manual training and allied subjects a "square deal" is given serious consideration, that the necessity of securing and retaining a strong body of teachers for manual training subjects is recognized? In no other way can the school be continued as a strong institution of its class. There are other phases of the school law which are not calculated to aid in the building up of a manual training school of the most useful type, but it is not within my province to discuss them. I can only express the hope that the dangers will be removed in good time by proper changes in the law.

Very respectfully,

J. A. CHAMBERLAIN,
Supervisor.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF THE DIRECTOR OF DOMESTIC SCIENCE.

SIR: I have the honor to make report concerning the work of the domestic science department for the year ending June, 1908.

No change was made in the corps of teachers though one new center, at the Industrial Home School on Wisconsin avenue, was furnished and operated and the work at the atypical school, 625 Q street, was begun.

It seems to me to be unnecessary to discuss in detail the aim and the scope of the work of this department, as that has been done in each of the reports for the last three years. The course of study as laid down in the report dated 1904-5 was followed. A few more lessons in the service of food were given this year to those classes having this work. This we believe to be as important a feature of the work as the proper selection and cooking of the food, and it is our intention to teach as much more of it as the time and the money at our disposal will permit.

The teachers have done some good work during the year and have endeavored to carry out every suggestion that has been given. During the year we read together, for general improvement along pedagogic lines, "The Educative Process," by W. C. Bagley. A chapter was assigned to each teacher for special study and review, but all teachers joined in the discussion of the chapter and of the application of the principles to our own work as well as to the general teaching. It is our purpose to take up next year the subject of planning lessons, then to give lessons and have them criticised by members of the corps. Observation here and elsewhere has shown that too many lessons given by teachers of industrial subjects lack aim and definiteness of purpose. Teachers depend too much on the inspiration of the moment and on the native interest of the pupils in handling materials and shaping them into objects to take sufficient thought to prepare the lessons thoroughly beforehand. It was for this reason the teachers' study class was organized several years ago. A general improvement in the teaching and an increased interest in the subject itself are acknowledged by all. Two teachers took advantage of the opportunities offered by the George Washington University to continue this line of study. We hope others will do so next year. Some teachers need the help which model lessons would give. The great amount of clerical work and the great amount

of time necessarily spent in attending to the purely business side of running the department have made it impossible for me to visit each teacher often enough to give the help she needs. That which bothers most and consumes most time is the difficulty experienced in securing the goods I need to furnish the school kitchens. Contractors do not always furnish those described in the specifications. Although great care was taken to make the description as specific as possible, some contractors so interpreted it as to enable them to furnish a much inferior article for the one desired, hence it was necessary to visit each school kitchen, to personally examine the goods and to make report concerning the things not delivered and those not in accordance with the orders given. These reports were written in duplicate and passed through the office of the secretary to the board of education, and of the commissioners, to the contractors. Another visit was made to each school when the goods had been exchanged, to be sure they agreed with the contract specifications. The same thing was done in the case of all repair work. In one instance I made as many as six visits to straighten out a dozen pieces ordered to replace broken or worn-out utensils. The school kitchens are scattered all over the District of Columbia, so it required much time to make the rounds. This condition could be greatly relieved if some system could be devised whereby the various articles bought under contract could be delivered at one place and there inspected before being sent to the various cooking centers.

Another thing which would enable me to secure the time required to help my teachers individually is the assignment of a clerk or one of my corps of teachers to my office for a day or two each week to do the purely mechanical and clerical work required. There are bills to be audited, requisitions for various supplies to be written in duplicate, and reports on many things to be made, all of which requires time. In trying to meet this demand both my health and my supervisory work have suffered.

The work of the department is something more than to teach a number of girls how to make a few palatable dishes. It has for its object the training of these girls to be home makers. When we have many truly good homes, homes in which the children will be trained to right habits of eating, of sleeping, and of living, we will have many more good citizens than we now have and the need for the corrective agencies will be gradually lessened, so the department has an important piece of work to do.

The teachers are doing good work, but they need, from time to time, the help and the inspiration which a lesson given for them would supply, so I ask relief along the two lines indicated that I may have the time to give this help.

SALARIES.

I also earnestly ask that effort be made next year to have the salary schedule so changed as to place teachers of domestic science, as well as those of all manual and industrial subjects, in the high schools, in class 6. The discrimination now made between these teachers and those of the academic subjects is an unjust one. These subjects require and presuppose a broad, general education in addition to a special, scientific one. That they are new subjects is not sufficient reason for rating them as inferior ones.

Similar unjust discrimination is made in the salaries of the directors of some of the departments of special work, and we earnestly ask that this, likewise, be corrected by giving us the same rate of salary as that given to other directors and thus place us in our rightful position before the world.

ATYPICAL SCHOOL.

During the year the atypical school, at 625 Q street NW., was supplied with the necessary equipment for teaching the household arts to the children sent there. Our general plan is to teach them how to do the manual work required to keep a house. For this purpose kitchen, dining room, bedroom, and laundry were furnished. The many delays experienced in securing the furniture made it impossible to give more than half a dozen lessons there. The work in this school must necessarily have much of the play element in it, so the suggestion was made to the children that the class was a family, and the family would live up stairs. They were intensely interested in the furnishing of the two rooms on the top floor allotted for this work, and, when all the goods had been delivered, entered with spirit into the thought of getting the house ready to live in. They washed the dishes and utensils and put them away in dresser, closet, and tables. They swept the floor, dusted the furniture, made the bed, laid the table, and served a sandwich luncheon. We believe these little folks can be made happy, helpful members of the community through this work, and will plan our course with this end in view. We wish the house had sufficient space to give us opportunity to teach them how to take care of a back yard. Care of walks, lawn, and garden would give opportunity for healthful outdoor exercise.

PRACTICAL HYGIENE.

It is our desire to give similar work to children in the fourth and fifth grades. Much practical hygiene can be taught in lessons treating of sweeping, dusting; washing dishes, towels, and napkins; making beds; tying up imaginary cut or burned fingers, and other homely household experiences.

This is a legitimate branch of domestic science work, but is one which has been overlooked and neglected. It is, however, an important one, and one which can be given to little children, who delight in playing "mother." Many of our pupils leave school before they reach the high school; moreover, domestic science in all its phases is taught in only one high school, so our girls learn only so much of it as pertains to the feeding of the family, hence enter upon their duties as home makers only partially prepared.

The equipment at 625 Q street can be used to give experiences along the lines indicated to pupils of the fourth and fifth grades in the Henry and Polk schools and to those who are repeating the seventh and eighth grades in the Henry, Polk, and Morse schools. We are planning to do this next year.

It was our intention to have purchased several sets of small furniture with which to teach these things to the pupils of the fourth grades in the eighth and ninth divisions, but the failure of Congress to increase the appropriation for manual training makes it impossible to carry out our plans, for the appropriation for 1907-8 was insufficient to meet the needs of manual training subjects. The same sum has been appropriated for 1908-9 and it will require strict economy to carry on the work already started; so, before extensions can be made a much greater appropriation must be obtained.

NEW WORK.

We desire to see two other lines of domestic science work started. One of these is the teaching of domestic science in the normal school, not alone to prepare our own teachers, but because we feel all teachers should know what food has in it, what its functions are, how improper cooking and eating, overstimulation, overwork, lack of sufficient sleep, and fresh air affect nutrition, for imperfect metabolism affects mental activity and is the root of most of our troubles. Teachers ought to be able to recognize the signs of this. Again, many emergencies requiring knowledge of physiological actions and functions must be treated by teachers, hence, those sent out from the normal school should know what to do and how to do it, as well as why.

We have long desired to see provision made for a good lunch room in each of the high schools. The Western is the only one having a regular lunch room. A start has been made at the Eastern. We hoped the addition to the McKinley would give space for one, but it will not.

Pupils of the high schools live at too great distance from their homes to permit of their going home during the luncheon period, so must either carry a lunch to school with them, buy something from a shop in the neighborhood of the school, or go without food until they return home at the end of the day. Food which has been wrapped

and kept in one's desk or locker all day is never as appetizing as fresh food, so all persons sooner or later lose their relish for it and eat it under protest, if at all. The food offered for sale at the various places is poor in quality, high in price, and often a menace to the health of the one eating it. In the hurry incident to leaving home in the morning many pupils omit the breakfast or, worse still, take only a cup of coffee. Brain work requires much energy, and the energy should be supplied by food, not by stimulants. Something should be eaten at noon, for it is a dietetic error to fast, then to ingest a great bulk of food, and a greater error to do so when one has been working hard all day. The human organism can not take care of it and often breaks down in the attempt to do so. We therefore urge that the question of providing lunch rooms for the pupils of the high schools be considered and an effort made to establish them. We know from experience, observation, and investigation that food of the right kind can be prepared and properly served at a low figure and yield a profit. We believe a portion of the necessary equipment of these rooms should be furnished out of school funds and that the lunch room should be at all times under the control of school authority. In the McKinley School we believe a cooperative scheme between the lunch room and the domestic science department can be worked out, and we desire to try it just as soon as the room and the appliances for it can be secured.

CONDITION OF BUILDINGS.

In view of the danger of fire, the conditions existing at Johnson Annex, High Street, and Benning made it necessary to find other quarters, to abandon or to modify the work at these places. A store at 3224 Eleventh street was rented and the kitchen from the Johnson Annex moved to it. As this center was within fifteen minutes' walk from the Petworth School, the pupils of that place who had been going to the kitchen at Brightwood were transferred to it. It was impossible to secure other quarters for High Street and Benning, so the work was changed and such lessons as could be given without the use of fire were substituted for those of the regular course.

The chief of the fire department has expressed his disapproval of the present plan of having cooking schools in the school buildings and of the use of coal ranges for the work. We do not agree with him in the matter. Indeed, we hold the contrary view about the use of the ranges. Gas ranges would be a means of causing both fire and panic. On such ranges the work is done over open flame and it would be difficult to prevent accidents, such as overturning vessels containing hot water or fat, and setting fire to the clothing of children or the cloth used by them to handle the utensils.

Private residences are wholly unsuitable for this as for all other forms of school work, and though stores are a little better they are not satisfactory places and are difficult to secure. We therefore earnestly ask that kitchens now in school buildings be kept there until appropriation can be secured for buildings designed to meet the needs of the special departments, and that special effort be made to secure it from the next Congress. We have asked for this many times and strongly urge it again, for we feel this is a part of the regular course of instruction here, hence should be recognized as such and provided for accordingly. We vigorously protest against being put into basement rooms or rooms which are considered unsuitable for regular class rooms. We must teach by example as well as by precept. In our estimation the example is a more potent factor than the precept, hence we insist that the appliances used and the rooms assigned for this work should be models of their kind.

In spite of all these things which fret and discourage there is much to stimulate and to encourage. The good work done throughout the schools, the prospect of better conditions at the McKinley, the recognition of the value of the course of instruction by visitors, and the words of encouragement and appreciation by you and others are some of them.

M'KINLEY MANUAL TRAINING SCHOOL.

The appropriation for the second addition to the McKinley School makes it possible to secure better and more ample space for the domestic science department and it is our purpose to so give the work there as to make it a more potent factor in the education of our young women for home makers than it could be in the cramped quarters we have occupied since the school was established. The dinners served by the girls of this school this year were the best that have been served and were evidences of the good work being done. We lament that members of the Board of Education are such busy people they can not accept invitation to these dinners. We want them to know by personal test that what we say is true; moreover, their presence is an incentive to the girls to pay heed to the lessons given and to do their best.

A prize in the shape of a \$5 gold piece was offered by the Federation of Women's Clubs to the girl in the McKinley doing the best work in domestic science. It was decided to determine this by competition, the test to be a set of menus for the meals of three consecutive days, showing the cost of one day's meals for a family of 6 persons and the amount of heat available in the food for one

dinner. The prize was awarded to Miss Talks, but the papers submitted by Miss Hogan were so good it affords me pleasure to give her honorable mention.

Dr. George M. Kober, who, with Mrs. Miranda Tulloch and the director of this department, constituted the committee to examine the papers, was so well pleased with the evidences of good work being done that he offered to give, as further incentive to good work, an annual prize of \$20 in gold, or that amount in the form of a medal, to the girl submitting the best set of menus showing the cost and the heat-producing power of the food for one or more meals. Doctor Kober's letter offering this prize gave us great pleasure and is an assurance to you that we are doing some good and much needed work in this department.

NIGHT SCHOOLS.

The large and regular attendance at the two kitchens opened for night classes gives additional proof of the good work being done, for these people would not attend and ask for more if they were not being helped. Requests have come to me from many housekeepers living in and near Mount Pleasant for a night school of cooking in their section of the city. A good class is assured and, as the kitchen at 3224 Eleventh street has gas fixtures, I recommend that it be opened one night a week for the accommodation of these housekeepers.

The tabular statement has been prepared in two sections. The mid-year promotions made necessary some changes in the number and kind of classes taught by the different teachers and as this, more than the total number of pupils, affects the amount of money spent by each for groceries, it seems best to show it.

Name of teacher.	Where teaching.	Pupils received from—	Pupils.	Number and kind of classes.	Amount spent for groceries.
Miss K. D. Jones.....	September to February: 730 Twenty-fourth and Brightwood.	September to February: Corcoran, Grant, Toner, Weightman, Brightwood, Petworth.	208	September to February: 7 seventh grade A, 6 eighth grade A.	\$51.96
	February to June: 730 Twenty-fourth, Brightwood, and Woodburn.	February to June: Corcoran, Grant, Toner, Weightman, Brightwood, Woodburn.	.....	February to June: 7 seventh grade B, 5 eighth grade B.	
Miss N. B. Rutherford.	September to February: Johnson Annex, Industrial Home School, and Woodburn.	September to February: Johnson, Ross, Monroe, Hubbard, Industrial Home, Woodburn.	198	September to February: 8 seventh grade A, 3 eighth grade A.	44.26
	February to June: 3224 Eleventh street, and Industrial Home School.	February to June: Johnson, Ross, Monroe, Hubbard, Industrial Home, Petworth.	.....	February to June: 1 seventh grade A, 6 seventh grade B, 2 eighth grade A, 4 eighth grade B.	

Name of teacher.	Where teaching.	Pupils received from—	Pupils.	Number and kind of classes.	Amount spent for groceries.
Miss A. M. McDaniel.	High Street and Tenley.	Curtis, Hyde, Jackson, Addison, Fillmore, Corcoran, and Tenley.	208	September to February: 6 seventh grade A, 1 seventh grade B, 4 eighth grade A, 2 eighth grade B. February to June: 1 seventh grade A, 6 seventh grade B, 5 eighth grade B.	\$56.42
Miss E. W. Saxton...	Berret and Van Buren.	Berret, Force, Van Buren, Van Buren Annex, Orr, and Ketchum.	221	September to February: 8 seventh grade A, 1 seventh grade B, 6 eighth grade A. February to June: 3 seventh grade A, 6 seventh grade B, 5 eighth grade B.	72.74
Miss K. H. Floon....	Dennison.....	Adams, Morgan, Phelps, Dennison, Harrison.	215	September to February: 7 seventh grade A, 6 eighth grade A, 2 advanced. February to June: 7 seventh grade B, 7 eighth grade B.	72.60
Miss M. J. Merillat...	1023 Twelfth and Benning.	Thomson, Webster, Franklin, Benning.	148	September to February: 6 seventh grade A, 5 eighth grade A, 1 advanced. February to June: 1 seventh grade A, 6 seventh grade B, 5 eighth grade B.	51.85
Mrs. M. A. Burns....	609 O street.....	Abbot, Henry, Morse, Phelps, Polk, Twining.	217	September to February: 4 seventh grade A, 3 seventh grade B, 4 eighth grade A, 3 advanced. February to June: 3 seventh grade A, 4 seventh grade B, 3 eighth grade A, 4 eighth grade B.	58.92
Miss J. P. Wilkinson.	212 H nw.....	Abbot, Arthur, Blake, Gales, Seaton, Twining, Langdon.	181	September to February: 7 seventh grade A, 6 eighth grade A. February to June: 1 seventh grade A, 6 seventh grade B, 6 eighth grade B.	52.32
Miss E. R. Tiffany...	Emery and Takoma.	Emery, Gage, Eckington, and Takoma.	181	September to February: 5 seventh grade A, 1 seventh grade B, 6 eighth grade A, 1 advanced. February to June: 1 seventh grade A, 5 seventh grade B, 7 eighth grade B.	56.68
Miss N. I. Riggles....	Northeast Industrial.	Ludlow, Hayes, Blair, Taylor, and Carbery.	175	September to February: 5 seventh grade A, 2 seventh grade B, 5 eighth grade A, 2 advanced. February to June: 2 seventh grade A, 5 seventh grade B, 5 eighth grade B, 1 eighth grade A.	58.51
Miss F. B. Espey.....	646 Massachusetts avenue ne.	Hilton, Maury, Carbery, Peabody, Edmonds.	230	9 seventh grade, 6 eighth grade.	68.40

Name of teacher.	Where teaching.	Pupils received from—	Pupils.	Number and kind of classes.	Amount spent for groceries.
Miss A. B. McLearn...	1338 H ne., and Congress Heights.	Hamilton, Madison, Webb, Pierce, Wheatley, Congress Heights.	176	September to February: 7 seventh grade A, 5 eighth grade A, 1 advanced: February to June: 1 seventh grade A, 7 seventh grade B, 5 eighth grade B.	\$59.39
Miss F. Jenkins.....	B. B. French No. 1	Towers, Brent, Walach, Dent, Lenox.	208	September to February: 8 seventh grade A, 1 seventh grade B, 6 eighth grade A. February to June: 8 seventh grade B, 6 eighth grade B.	56.57
Miss M. E. Davis	Jefferson.....	Jefferson, Bradley, Amidon, S. J. Bowen, Smallwood.	200	September to February: 8 seventh grade A, 2 seventh grade B, 2 eighth grade A, 3 advanced. February to June: 2 seventh grade A, 8 seventh grade B, 4 eighth grade B, 1 advanced.	59.39
Miss W. M. Carpenter.	B. B. French No. 2, Brookland, Good Hope.	Cranch, Buchanan, Brookland, Good Hope.	159	September to February: 5 seventh grade A, 1 seventh grade B, 3 eighth grade A, 3 advanced. February to June: 3 seventh grade A, 3 seventh grade B, 4 eighth grade B.	47.93

Thanking you heartily for your many words of encouragement and appreciation, I am,

Very respectfully,

E. S. JACOBS,
Director.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF DIRECTOR OF DOMESTIC ART.

SIR: I respectfully submit the following report of the work of my department for the school year just ended:

The first week of the school term for some years has been reserved by the sewing teachers for the preparation of materials. This work was begun September 23 of the past year and was carried on with as much care and precision as possible, every item of school property distributed being strictly recorded.

In the graded schools there have been at work, besides the director and assistant director, 31 teachers—21 for the white schools, and 10 for the colored schools.

In the McKinley Manual Training School there are 3 teachers and in the Armstrong 4.

These complete the number who have given instruction in the various lines of domestic art to 11,748 pupils—8,035, white and 3,713 colored.

There have been several changes in the teaching force during the school year. Mrs. A. L. Norris, who had been a most faithful and efficient teacher for more than eighteen years, died December 11. In her long service she was identified with the growth of the department from the mere experiment that it was at first to the broader feature that it is to-day.

The vacancy created by the death of Mrs. Norris was filled December 12 by the appointment of Miss Ethel J. Ridgway, who ranked first on the eligible list of candidates.

Owing to the increase in the number of sewing classes, Miss Amy M. Riggles received an appointment as teacher January 6.

In the resignation of Miss Martha G. Gregory, which has been received to take effect June 30, the department loses one of its most efficient teachers.

Two meetings were held monthly with the teachers for discussion and the planning of the work, and at these meetings teachers were required to bring in class work finished during the previous month. This plan of comparing results and standards has been especially helpful to the younger teachers.

At the beginning of the school year, a small and necessarily incomplete sewing outfit was placed at the Benning School for the accommodation of the sixth grade pupils of Benning and Kenilworth. These pupils had heretofore attended the sewing school at Eighth

and I streets NE., but the long trips involved were a source of inconvenience which the new arrangement obviates.

New sewing centers have been planned for, to open next September at Petworth and Langdon upon the completion of the additions to these buildings, thus equipping all the suburban schools, with the exception of the Chevy Chase, Reservoir, and Woodburn schools. (The former sends its sixth-grade girls to the Dennison School for sewing.)

The placing of these new sewing schools broadens the work greatly and gives promise of even greater spread of its influence and benefits.

It would seem advisable to establish a few sewing centers for more advanced work in certain parts of the city for the benefit of pupils in the higher grades who are in need of such instruction. This is especially true in some of the colored districts. A course of this sort has in it the possibility of accomplishing much good among a class of people not reached by the regular lines of work.

A gradual change has been going on for the past few years in the method of development of the work to make it more concrete and practical. The old "sample" method has been abandoned and the stitches and seams taught are now applied directly to some article, the utility of which the child is able to grasp at once. There is a great incentive for a little girl in making a kitchen holder for her mother, a pin disk, needlebook, or pencil holder for herself. She is made to feel that her work is of service to some one. All the sewing done is now put upon a basis of utility. In the lower grades, in the making of these small articles, the pupil is taught to apply not only her knowledge of the sewing stitches, but also some of the principles of designing, which she learns as a part of the regular drawing course. All the decorations used are original in design, thus making each piece entirely individual. This feature is emphasized chiefly through paper cutting.

The process of development from the making of simple household articles to that of doll garments, and later in the sixth grade, to patterns, and larger garments is simple and easily followed.

If it were not for the gap of two years between the grade sewing and that of the manual training schools there would be greater unity in the complete course and much more could be accomplished in the higher branches of domestic art which are developed in the upper schools.

The introduction of the system of mid-year promotions disarranged the work somewhat, but doubtless these irregularities will be overcome when the system has been in use longer.

The character of the work done in the manual training schools is becoming more complex and of a higher standard.

Undergarments, shirt waists, embroidered and more elaborate gowns, and millinery, occupy the attention of the girls throughout the course, and economy, good taste, and appropriateness are taught as fundamental principles.

The exhibition of work held last spring showed an understanding of the principles of the subject and a proficiency in the technique which were very gratifying.

A new interest has arisen in the department in the shape of the special schools established at 625 Q street and in other sections of the city.

While no definite plan has been applied thus far in connection with the domestic art branch of these new schools, greater attention is to be given to it next year.

There is to be a studied correlation between this work and that of the department of domestic science. With the small beginning made this year and the interest shown by the pupils, it is believed that great good may be accomplished along this line.

It would have been impossible to have accomplished the results of the past year had it not been for the hearty good will and responsiveness of the teaching force.

It is in real appreciation of their efforts that I extend to them my thanks.

Respectfully,

MARGARET W. CATE.

Mr. A. T. STUART,

Superintendent of Schools.

Third, fourth, and fifth grades, first nine divisions.

PLAIN SEWING.

Teacher.	Where teaching.	Pupils.	Classes.
K. E. Bresnahan ^a	Stanton, Ludlow, Taylor, Weightman.....	255	10
A. B. Conway ^a	Gales, Langdon, Henry, Takoma, Petworth, Brightwood.	409	22
M. V. Conboye ^a	Twining, Abbot, Franklin, Thomson.....	189	10
C. Dodson.....	Grant, Toner, Webb, Wheatley, Pierce, Jefferson.....	510	23
K. Graham.....	Jefferson, Amidon, Smallwood, Greenleaf, Bowen, Bradley.	474	25
M. G. Gregory.....	Towers, Wallach, Blake, Benning, Kenilworth, Cranch.	407	21
M. C. Henry.....	Adams, Force, Dennison, Berret, Harrison, Seaton, Thomson.	475	22
M. E. Littell.....	Phelps, Webster, Henry, Polk, Maury, Edmonds, Carbery.	494	22
E. J. Ridgway.....	Arthur, Woodburn, Madison, Hamilton, Johnson, Abbot, Chevy Chase, Gage.	385	21
A. M. Riggles ^a	Orr, Tyler, Morse, Tenleytown, Reservoir, 625 Q street.	325	17
E. E. Smith.....	Brent, Dent, Lenox, Cranch Annex, Buchanan, Ketchum, Van Buren.	497	23
C. L. Stanton.....	Jackson, Fillmore, Curtis, Addison, Hyde, Thirkield, Corcoran and Annex.	479	23
Lora White.....	Emery, Eckington, Hayes, Brookland, Blair, Blow, Taylor.	482	23
Josephine White.....	Hilton, Peabody, Morgan, Hubbard, Ross, Monroe...	501	23
Total.....		5,877	285

^aAlso teaching sixth grade classes.*Sixth grade, first nine divisions.*

SEWING.

Teacher.	Location of sewing center.	Pupils received from.	Pupils.	Classes.
S. C. Bartholow.....	607 O street nw.....	Henry, Polk, Twining, Abbot....	136	8
Do.....	212 H street nw.....	Seaton, Webster, Blake.....	121	6
K. E. Bresnahan ^a	Good Hope.....	Stanton.....	8	1
Do.....	Congress Heights.....	Congress Heights.....	19	1
Do.....	Van Buren Annex.....	Ketchum, Van Buren.....	61	3
G. Cassin.....	730 Twenty-fourth street.....	Grant, Toner, Weightman.....	95	5
Do.....	High street.....	Corcoran, Curtis, Hyde, Addison, Thirkield, Jackson, Fillmore.	166	8
Do.....	Tenleytown Annex.....	Tenleytown.....	18	1
M. V. Conboye ^a	Emery.....	Emery, Eckington, Gage.....	87	4
Do.....	Brookland.....	Brookland.....	35	2
Do.....	212 H street.....	Arthur, Gales.....	40	3
S. M. Davidson.....	3226 Eleventh street.....	Johnson, Hubbard, Ross, Monroe.	119	6
Do.....	Peabody.....	Peabody, Carbery, Hilton, Maury, Edmonds.	149	9
A. S. Medford.....	494 Maryland avenue sw.....	Jefferson, Amidon, Smallwood, Bowen, Greenleaf, Bradley.	190	11
Do.....	Brightwood.....	Brightwood.....	23	1
Do.....	Takoma.....	Takoma.....	22	1
A. M. Riggles ^a	3226 Eleventh street.....	Petworth.....	22	1
E. R. Thornton.....	B. B. French.....	Towers, Wallach, Dent, Brent, Lenox, Cranch, Tyler, Buchanan.	260	14
A. M. Wells.....	Dennison.....	Franklin, Thomson, Berret, Force, Dennison, Adams, Morgan, Phelps, Harrison.	228	15
R. E. Wilson.....	N. E. Industrial.....	Hayes, Blair, Ludlow, Taylor, Madison, Pierce, Webb, Wheatley, Hamilton.	208	13
Do.....	Benning.....	Benning, Kenilworth.....	12	1
Total.....			62,019	114

^aTeaches of third, fourth, and fifth grades, also.^bSixth grade pupils, transferred in February included.



SCHOOL PLAYGROUND AND GARDEN OF THE FORCE SCHOOL.



REPORT OF DIRECTOR OF PHYSICAL TRAINING.

SIR: In the following report I have ventured to call your attention to a few phases of the work along which there has been development, rather than discuss the work as a whole, which has been carefully done in previous years.

SCHOOLS FOR BACKWARD CHILDREN.

The physical training department has taken an active interest in those schools in which subnormal children have been placed in separate classes for the sake of special instruction and care. This is a field in which the physical-training teacher can do splendid work. It is possible to take a child who is mentally weak and by means of physical exercise necessitating the exercise of those nerve centers in the brain controlling these movements, open up new pathways of nerve cells, so that actual brain development will result.

The director visited these schools and had a personal talk with each child, so as to make a closer study of their actual needs, to the end that the work given might be specially adapted to the condition found.

At the request of Mr. Patterson, who has these schools in charge, the director gave to the teachers a talk upon the treatment of defective children, with special reference to the importance and value of bodily exercise.

These classes have been visited regularly by a special teacher of physical training and certain exercises taught which seemed best suited to the class as a whole. Children were taken out of doors and induced to do those things which call for individual effort, hoping thereby to develop personal power. Games were suggested and played, and a pamphlet prepared by this department containing special directions for many games was left with the teacher.

OUT-DOOR PLAYS AND GAMES.

We repeated the plan this year of devoting one entire round of visits to teaching recess plays and games. In the time planned for the monthly lesson each class was taken out of doors and taught a set of plays and games which were new to them. These were adapted to the age of the children and were in keeping with the season of the year.

The purpose was to inspire the children with a desire to play at recess, to add to the list of plays which they already knew, and to suggest to the class certain places in the school yard where such games could be played without interfering with the games of other children.

Carefully worded directions for all the games taught at that time were printed in pamphlet form and presented to each teacher. Since each grade was taught four games, the whole set contained a collection of thirty-two plays and games suitable for the school recess.

SCHOOLROOM PLAYS AND GAMES.

Plays and games for the schoolroom have been introduced into the third and fourth grades, continuing the plan of the first and second grades. These are taught along with the regular gymnastic work, supplementing it as one feature of the general scheme of physical education. It is desired that the teacher have at her command a number of plays which can be introduced at any time whenever a little rest or change seems necessary. Preferably those have been chosen in which all the children can join at once and which need take only the few minutes which can be spared. These are specially useful whenever it is inexpedient to take the children out of doors, either on account of the weather or on account of lack of time.

OUTDOOR GYMNASTICS.

I am pleased to report that a greater number of teachers have taken advantage of fine weather in the spring and fall months and taken the entire class out of doors for the regular gymnastic work. Whenever this is done an opportunity is given for a complete change of air in the schoolroom. The children are able to fill their lungs with absolutely fresh air while exercising. More than this, the change of scene rests the eyes, relieves the monotony of the schoolroom, and with the accompanying fresh air and sunshine has a joyous reflex effect upon the individual.

GRACE, RHYTHMIC EXERCISES, AND FANCY STEPS.

As the years go by, we have been more and more impressed with the importance of cultivating grace in movement as a matter of general culture which is of advantage in later life. From this point of view alone, the work is educational, in that it is a training for life. Certain exercises, even when given for some general purpose, possibly corrective or physiological, are so taught as to set an example of economy in movement and grace in execution. If performed in this manner, it is possible for the simplest exercises to become an artistic production. To this end certain rhythmic exercises have been introduced into all the lower grades. These are enjoyable and at the same time serve the general purpose of increasing the circulation. In the upper grades the fancy steps taken around the room, which are really individual dancing steps, are a continuation of the same kind of exercises, being enjoyable, graceful, and at the same time hygienic. Balance exercises may be mentioned as serving the pur-

pose of cultivating a sense of graceful posture. By demanding equilibrium in difficult positions they bring about a coordination of muscular contraction in all parts of the body.

Intimately connected with grace in movement is precision in execution, which comes as the result of training. That we have been successful along this line is shown by the absence of such control of the body, frequently noted by the teacher, in children coming to our schools from cities where physical training is not a part of the course. The new child can invariably be picked out after receiving the same instruction in a new exercise given to the entire class.

SPECIAL TALKS ON POSTURE AND BREATHING.

On the occasion of the last visit made by the special teacher, advantage was taken of the opportunity to give a brief talk to the children on the value of health exercises in school, particularly emphasizing the importance of good posture and the habit of deep breathing. By this means we sought to interest the child and gain his cooperation in the process of his own development.

We believe that only by greater knowledge on the part of the child concerning the evils of constantly assuming unhealthful positions during the growing period, by inspiration to do better, born of knowledge of the wrong, and finally by exertion of will power to do what he knows to be right, will it be possible to strike at the root of this matter and overcome those bad habits of sitting and standing which so affect the physique of the growing child. This intelligent effort of the will must crown all other aids and preventive measures, also important, such as properly fitting seats and desks, the prevention of fatigue by frequent change of position, corrective gymnastics, and constant watchfulness and caution on the part of the teacher.

TEACHERS' WORK.

Seven hundred and sixteen classes in the white elementary schools received regular visits and instruction by the special teachers of physical training. Of these, 350 did excellent work, 198 were very good, 121 were good, 43 were fair, and only 4 were poor.

In those schools which were considered fair, in certain cases the conditions were such that time will improve. Some were taught by teachers who came from out of the city, and to whom the work was entirely new; others were taught by certain young teachers who need the experience of a few years to develop power along this line.

Very respectfully,

REBECCA STONEROAD,
Director.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF DIRECTOR OF KINDERGARTENS.

SIR: At the beginning of the present school year three new kindergartens were opened, one in the second division, one in the third division, and one in the eighth division.

The kindergarten in the second division was established at the request of the residents of Chevy Chase, and was located in a room rented for the purpose, as there was no room in the Chevy Chase school building. The room, although small, was bright and home-like, and was rendered very attractive by means of pictures and potted ferns, while the large grove of trees opposite the house gave a welcome opportunity for games and classes out of doors during the fall and spring months.

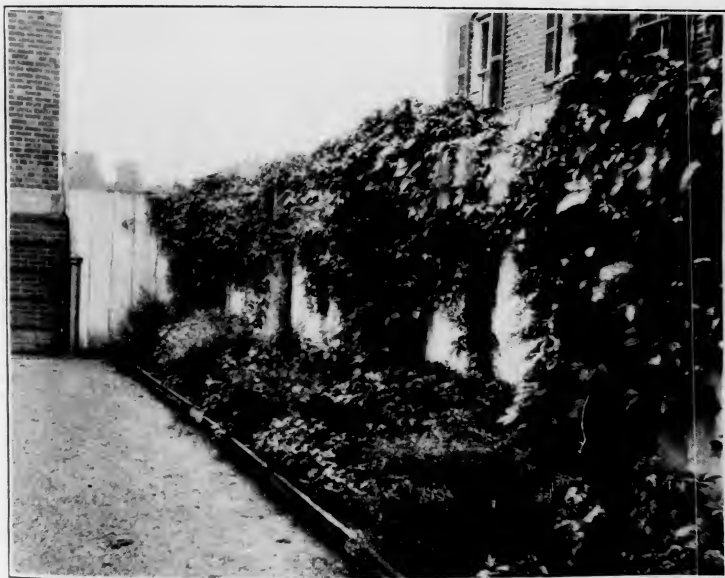
The new kindergarten in the third division was placed in the Hubbard School, while the one in the eighth division was located in the Smallwood School. Here, owing to crowded conditions, the kindergarten had to share the room with the first grade, an arrangement which is not satisfactory, but which was necessary here, as well as in several other localities where similar conditions obtained.

In October it was found necessary to close the kindergarten at Tenley, as the small attendance, due to long distances, did not warrant its continuance. The equipment was moved to the Arthur School, in response to an earnest request from the director of primary work. Here many children of foreign parentage, too young or too undeveloped, had been forced into the first grade, as there was no kindergarten in the immediate neighborhood.

A large enrollment resulted from the opening of the kindergarten in this needy quarter, and the kindergartners in charge have done good work in the homes by means of personal visits and through mothers' meetings.

These meetings for mothers have been held in a number of the kindergartens from time to time, at the discretion of the principals in charge, and have supplemented rather than taken the place of house-to-house visiting.

In several of the kindergartens mothers' clubs have been formed, which have proved as helpful and inspiring to the teachers as to the parents. These clubs meet in the kindergarten room and are self-governing. The members pay a small sum monthly, which is usually expended for refreshments to emphasize the social side of these gatherings.



CORNER OF THE LUDLOW SCHOOL PLAYGROUND.



In one neighborhood the mothers spend a part of each meeting hearing and learning children's stories and songs, that the twilight hour in their own homes may be more truly "the children's hour." Thus the conscious as well as the unconscious influence of the kindergarten is spreading out beyond the schoolroom, pleading for a deeper and a more sympathetic understanding of children, making instincts formerly denied and repressed contribute to a more natural and therefore to a wiser education.

Classes for all teachers in the department have been held throughout the year.

The character of the programme class was somewhat changed this year, each teacher filling in her own outline on blanks prepared for the purpose and bringing her work to the class for open discussion and comparison. Thus the individual contribution was enriched and enlarged by the combined thought of the whole and individual effort stimulated.

The large programme class for both principals and assistants met the first Friday of each month in one of the study halls of the Central High School, as there was no other available place, while the separate classes, where more personal work was possible, were held in the office of the director, 1017 Twelfth street.

In addition to the programme class, a class in child study was held by the director in her office every Tuesday afternoon throughout the winter. Attendance at this class was wholly voluntary, but all who enrolled were requested to buy the book "Fundamentals of Child Study," by Kirkpatrick, and to prepare a certain amount of work for each lesson.

The general lecture courses for all teachers were also well attended by the teachers in the kindergarten department.

A special lecture in the late spring on "The Ethical Influence of Beauty" was given under the direction of the District of Columbia Kindergarten Association, an organization composed almost entirely of the teachers in our kindergarten department. The lecturer was Mrs. John B. Sherwood, of Chicago, the founder of the Municipal Art League of the city of Chicago and chairman of the Public School Art League of that city.

In connection with this lecture there was a loan exhibit of pictures—photographs, Copley prints, color facsimiles, and photogravures of some of the world's best paintings.

This exhibit and lecture were given with the hope of directing public sentiment to the importance of the æsthetic element in education, not from the sentimental, but from the practical point of view. The child's æsthetic inheritance is part of his racial heritage; it is "the largest reach of the emotional life of man," and must be taken into account in all modern systems of education unless we

would render that education uselessly barren and incomplete. Although the lecture, from a financial standpoint, was not a success, it proved to be the inspiration for what I trust may mean far more to the schools of our city. One of the members of the board of education who kindly introduced the speaker became so interested that she immediately infused her interest into others, with the practical result that the Fine Arts Society of this city intend organizing in the autumn a committee which will have for its object the placing of works of art in our public schools.

Now that gardening has become a regular part of the school curriculum, it seems hardly necessary to mention the gardens in the kindergarten department aside from the general work of the schools. Nearly every kindergarten, however, had its own garden, planted as usual with vegetables and early flowering plants. Home gardens are now the rule and not, as formerly, the exception. In one of our kindergartens the children who have very little in their narrow environments were taken to a farm, where they had the delight of watching the farmer plow and sow his field and of being out in the great wide green world. Such excursions are the means of widening and enriching a child's experience, and it is a matter of regret that we can not have them more frequently.

Very respectfully,

CATHARINE R. WATKINS,
Director.

Mr. A. T. STUART,
Superintendent of Schools.





VACANT LOT ON TENTH STREET SOUTHEAST, LOANED BY T. B. HUYCK, ESQ., USED BY SIXTH GRADE, WALLACH SCHOOL, AS A VEGETABLE GARDEN.



LATER VIEW OF ABOVE VACANT LOT.

REPORT ON SCHOOL GARDENS.

SIR: The appropriation by Congress of a definite sum for school gardens marks this year as distinctive in the history of the movement. It allowed the continuance of the work already established and the formation of seven new gardens in which children cultivate individual plots. These gardens are located at the Blow, Sayles J. Bowen, Cranch Annex, Birney, Jones, and Cardozo schools and one on a vacant lot at Seventeenth and Gale streets NE., rented by the Noel House Committee. The gardens at all of these schools are continued by the children through the summer. A statement of the average amount of products raised in such gardens will be found in the last report.

It is to be regretted that by the terms of the appropriation no teachers can be employed to organize and systematically carry the work on during the summer. A summer garden school under the guidance of competent teachers familiar with grade work would give valuable opportunities to practically apply the regular grade work in number, literature, and geography.

There has been a marked advance in the use for educational purposes of the gardens around school buildings. The teachers are realizing their value in nature study and are letting the children bear more of the responsibility, the janitor less, except in summer. But few instances were noted last spring where the gardens were planted by the janitors.

More intelligent work has also been done in the class room preparatory to planting both home and school gardens. Teachers' meetings for all grades, both colored and white, were held in March, at which were presented simple experiments to teach principles of plant growth, soil culture, and plant chemistry. Very generally these experiments were repeated in the class rooms.

More and more each year the cultivation of individual plots is restricted to sixth-grade boys as a form of industrial work. During January and February all classes selected for the spring outdoor work were given half-hour lessons each week by the assistant of the botany department of Normal School No. 1 on the chemistry of the growing plant. This work was very elementary, conducted wholly by means of experiments. The lessons were carefully planned to be within the grasp of the children, and from the grade teacher's point of view were successful.

The first tree planting by the city schools was held on March 27. Mr. David B. Fairchild, agricultural explorer for the Department of Agriculture, presented a Japanese flowering cherry tree to every building in the city. Instructions were given a representative from each building on the correct method of tree planting.

The exhibit of flowers in the fall is still considered a necessary feature of the garden work. The home gardens are legitimate school-work. Their success or failure should be known to the teachers. It is not possible to make personal examination of them, so their products are brought to school. There should be no plants exhibited not raised by children, and there should be no excessive effort at display. The element of competition does not enter as in many places. These exhibits offer excellent opportunity for parents and teachers to become acquainted early in the year. Where principals and teachers have been so guided, the flower shows have been productive of much good.

Owing to changes on the grounds of the Department of Agriculture in connection with the new buildings, the land used by the schools for the past three years will be used in July for additional buildings.

Secretary Wilson has, however, designated another section to be used by the children. From its location, it will become a permanent feature of the grounds and afford opportunity for effective landscape work.

I can not express too strongly the obligation the public schools are under to the Secretary of Agriculture and the Chief of the Bureau of Plant Industry, Dr. B. T. Galloway. Without their assistance our work would seriously suffer.

To you and to Mrs. Justina Hill, chairman of the school garden committee, I am greatly indebted for the cooperation that lightens a very heavy work that necessarily results from the two positions, instructor in the Normal School and supervisor of gardens.

Very respectfully,

SUSAN B. SIPE.

MR. A. T. STUART,
Superintendent of Schools.

REPORT OF ATTENDANCE OFFICER.

Attendance work September 23, 1907, to June 17, 1908.

WHITE SCHOOLS.

Truants returned to school:		
Male.....	475	
Female.....	18	
		493
Absentees returned to school:		
Male.....	500	
Female.....	489	
		989
Nonattendants entered:		
Male.....	94	
Female.....	42	
		136
		1,618
Visits to parents.....	2,408	
Visits to schools.....	548	
Visits in interest of work.....	309	
Business houses investigated.....	83	
		3,348
Three-day notices served.....		138
Court cases:		
Police.....	3	
Juvenile.....	21	
In police court cases:		
Personal bonds taken.....	3	
Put in school in Washington.....	1	
Sent away to school.....	2	
In juvenile court cases:		
Children put on probation.....	15	
Placed in institutions.....	4	
Placed with relatives.....	2	

Very respectfully,

EDNA KEENE BUSHEE,
Attendance Officer.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF ATTENDANCE OFFICER FOR COLORED SCHOOLS.

SIR: I have the honor herewith to submit a report of work done from September, 1907, to July, 1908.

	Male.	Female.	Total.
Truants.....	65	12	77
Absentees.....	396	193	589
Nonattendance.....	128	74	202
Visits to schools.....			487
Visits to parents.....			1,056
Visits in interest.....			86
Notices served.....			47
Cases in police court.....			1
Cases in juvenile court.....			25

Attention is directed particularly to the uniform improvement throughout the scope of the work of the attendance officer, as shown by this report, with the exception of irregular attendance and truancy. The increase in these respects over last year, is attributable to several causes: First, the failure on the part of the parents to fully realize the requirements of the law, these being in many cases aggravated by the indisposition on the part of the children to attend school. Secondly, the unfortunate distribution of school children throughout the various divisions, which in many cases necessitates children living in the immediate vicinity of certain schools to pass said schools and attend others at long distances. The irregular attendance caused by this arrangement is due to the unwillingness on the part of the parents to send their children such distances, especially in severe or inclement weather. Another cause is the indifference on the part of many parents who know the law and who for insufficient reasons gratify the whims of their children.

ATYPICAL AND UNGRADED CLASSES.

There is no feature of school work which has come under observation tending toward mental and moral advancement more interesting, inspiring, or promising than that of the atypical and ungraded classes. The separation of the incorrigible and atypicals from the graded schools has produced two splendid results. The moral tone of the grades has been improved, while the children in the ungraded and atypical classes, being under experienced and devoted teachers, have developed marvelous aptitude and interest. The introduction of

sloyd work, sewing, weaving, basketry, caning, gardening, etc., is eagerly embraced and adds materially to their moral and mental progress.

COURTS, ALLEYS, AND "PLACES."

Many of the courts, alleys, and "places" are in a highly insanitary condition. Considering that many school children come out of these places to mingle with those surrounded by more fortunate conditions, it would seem wise to renovate or extirpate, if necessary, these breeding places of disease and disorder as a means of preventing the spread of diseases common to children and of reducing the percentage of truancy and irregular attendance.

BATHROOMS.

If bathrooms were provided in the several buildings for those whose cleanliness is neglected in their homes, it would contribute largely to the general health and appearance of our schools.

THEATERS.

Through the activity of the board of education, with the cooperation of the police department, children of school age have been successfully prevented from attending the various theaters during school hours, thus removing the hiding places of truants and absentees and increasing the average attendance.

SHOE FUND.

One of the many causes which tends to increase the irregular attendance is the inability of some parents to provide shoes and clothes during severe winter weather for their children. Heretofore contributions have been made by the children of the schools to meet these exigencies; but owing to the want of authority on the part of the board of education, hardships have resulted.

LOAFING PLACES.

Children are not now found loafing on the corners or vacant lots during school hours, thus showing the good effect of the compulsory education law.

RECOMMENDATIONS.

In view of the foregoing I would suggest:

First. A more extensive advertisement of the compulsory education law.

Second. A more convenient distribution of the school children throughout the various divisions, whereby the hardships above referred to may be greatly relieved.

Third. Experience leads to the conclusion that, if a special ungraded class were provided for incorrigible girls, under the direction of a female teacher, there would be fewer unfortunate exhibitions in the juvenile court.

Fourth. A daily report card distributed among the ungraded classes would tend greatly toward the reduction of truancy.

Fifth. The renovation of our alley sanitary conditions.

Sixth. Provision for bathrooms.

Seventh. That the annual contribution made by the school children to provide shoes and clothes for indigent pupils be placed in charge and under the direction of the superintendent or board of education.

Eighth. The continuance of lunch counters in the several buildings, under the supervision of the directress of cooking.

The appointment of one attendance officer for each division would, in view of the increased requirements, insure thorough and effective results.

From January, 1908, to June, 1908.

	Male.	Female.	Total.
Truants.....	47	11	58
Absentees.....	149	99	248
Nonattendance.....	45	22	67
Visits to schools.....			216
Visits to parents.....			455
Visits in the interest of work.....			43
Notices served.....			47
Cases in police court.....			1
Cases in juvenile court.....			19

Very respectfully,

IDA G. RICHARDSON,
Attendance Officer.

Mr. A. T. STUART,
Superintendent of Schools.



PLANTING LESSON, SECOND GRADE PRACTICE SCHOOL, FRANKLIN SCHOOL BUILDING.



REPORT OF PRINCIPAL OF WASHINGTON NORMAL SCHOOL No. 1.

SIR: The following report of Normal School No. 1 is respectfully submitted:

No marked changes in the normal school as to course of study, equipment, or teaching corps can be reported this year on account of the fact that the school still struggles in unsuitable crowded quarters in the Franklin Building while it waits for an appropriation for the erection of a building on the Harvard street lot purchased for it two years ago and now lying idle.

With only an assembly hall and two small recitation rooms for the accommodation of the 100 pupils taking the general course, much is necessarily omitted from the curriculum that would give power and culture to the body of students who are soon to become the grade teachers of the District of Columbia. These unsuitable building accommodations bring about deplorable limitations in the number of instructors, in laboratories, and in practice schools. Additional rooms in the Franklin Building would make the school more comfortable and allow an increase in the teaching force, but such changes as would enable the school to enrich its course of study by the addition of departments or even of subjects could be effected only in a building adapted for the special needs of a normal school.

The success of the kindergarten department, which was added to the school September, 1905, and which has just sent out its first class completing the full course, shows how easily any plan of extension deemed expedient by the school authorities could be worked out.

Progress may be reported, however, in spite of the conditions under which the school is forced to labor, for the professional insight and indomitable energy of the faculty and the high character of the young people coming from the high schools into this professional school are such as to lead to constant and regular growth.

DEPARTMENTS.

The school has now two distinct and separate courses of study, the general course, preparing for grade teaching, and the kindergarten course, preparing for kindergarten teaching, each student being allowed to choose that course for which she seems best fitted.

The location of the kindergarten department at 1018 Twelfth street, two squares from the main body of the school, makes a separation

detrimental to both departments. Each needs the educating influence of the other, which can be made effective only by the working together under one roof of the two, combined for certain lines of instruction.

The normal school should add departments of domestic science and domestic art and special courses in music and drawing for students wishing to fit themselves for teaching these special subjects that Washington may have teachers trained in accordance with its own ideals along those lines; but it is impossible to provide for such departments while the school is so restricted as to accommodations.

COURSE OF STUDY.

The peculiar problem in preparing a course of study for a normal school is that of establishing the correct relation between practice teaching and academic work and, furthermore, the balance in the academic work between, on the one hand, the content aspect of studies and, on the other, the purely professional aspect. It goes without saying that the basis of all teaching is knowledge of the working of the mind acquired through study of the general principles of psychology. Added to this must be practical courses in general pedagogy, history of education, and special methods of teaching. These subjects form the foundation upon which the curriculum of this school is based.

The ideal would be to eliminate entirely from a normal school all except these and other strictly professional subjects, taking for granted that the students have sufficient knowledge of content material. But when we consider the immaturity of these students, coming into our school directly from the high school, such is quite impracticable. Many of the subjects which they are to teach they have viewed only from the standpoint of the 14-year-old child in the grammar school, such important subjects as physiology, arithmetic, geography, United States history, and nature study having perhaps been omitted from their high school course. Even should these have been studied in the high school, such subjects have quite different values for the 18-year-old young woman with her added maturity and experience. The student must, therefore, be presented literature and history not only as to methods of teaching, but also for their cultural value in the teacher's life; geography and nature study, that she may know both for cultural and practical reasons the world around her; arithmetic, that she may be skilled in practical processes and also have some knowledge of the business world which boys will enter; drawing and music, that she may appreciate art and be able herself to execute before attempting to teach others; and physiology and hygiene, that through the knowledge of how to make her own body sound she may lead children

into bodily as well as mental health and strength. Experience shows that even such conventional formal subjects as spelling, punctuation, capitalization, and correct letter writing must be taught in the normal school.

A skillful normal teacher keeps always in mind the problem of maintaining the exact balance between the two aspects of subject-matter and is indefatigable in her efforts to solve it. She tries to teach professional methods along with content, and content along with method, skillfully blending the two whenever possible, but without losing sight of either. Two years is so short a course, however, that much of value must be omitted, with hopes that the teacher will add to her educational equipment through post-graduate study. Normal school work will never be satisfactory to those engaged in it until the regular course covers a period of three years.

The problem of the relation between practice work and academic study is being worked out by giving each student during the senior year eighteen weeks of practice work, divided into three periods, with academic class-room work between. During their terms of practice the students, two in each room, have the practical management of their schools all day and teach all the subjects of the grades to which they are assigned. Nothing less than this full practice makes a trained teacher, ready with power and skill to do the work of our city schools. In addition to the low-grade schools for thorough extensive practice, there should be added to the normal school at least one of each of the higher grades. Students should not be given as much responsibility in these high-grade schools as they are now given in the lower grades, but should observe and analyze model lessons, and teach single lessons and series of lessons. A much broader view of education would be gained by the addition of these schools.

EQUIPMENT.

No other school in Washington's public school system is so poorly equipped as the normal school. It has no laboratories, no gymnasium, no lunch room, no retiring room for either teachers or students, no rooms, in fact, except as mentioned above, an assembly hall on the upper floor of a high building and two small recitation rooms for the academic department of the general course, and an unsuitable private residence for the kindergarten department. Into these quarters have been crowded this year 134 students. What will be the result next year when in the places of the 59 who graduate 105 enter is a serious question. Only in a new building can these young people be properly cared for.

There is improvement that can be suggested even without more extensive building accommodations, and that is through providing

books. The normal school receives each year its share of the sum appropriated for school libraries, but when this share amounts to only seventy-five or eighty dollars the growth of the library is inadequate. The school is fortunate in that it is located in the same building as the teachers' library, under the charge of a cultured librarian, who feels that one of the highest opportunities for helpfulness is that of guiding the normal students in research work and general reading. But very little can be accomplished along certain lines of culture, and that little only with tremendous waste of time and strength, when 60 students must follow out references assigned in any subject from one or two books in the building, or in distant libraries. Nothing is more conducive to narrowness in point of view than this condition of poverty.

Perhaps each student should continue to purchase the regular text-books adopted by the board of education, amounting to about fifteen dollars, but can not the normal school, since its pupils are being educated in order that they may educate the children, be placed on the list of schools provided with free text-books in so far as to have maintained for it a library of several duplicate copies of valuable reference books? A teachers' training school in a neighboring city has a most valuable library of this character, made up of fifteen or twenty copies of books useful along different lines of study. The Washington normal school could be enriched beyond estimate by such sets of books. And such enrichment seems now, during this period of waiting for a building appropriation, the one kind possible.

THE TEACHING CORPS.

There are only two changes in the teaching corps to be recorded, the transfer of Miss M. R. Parkman from practice to academic work, and the appointment to the practice department of Miss Jessie D. Fant, formerly model teacher in the seventh division.

I am happy to have once more the opportunity of expressing to you my gratitude for your unvarying kindness and consideration in dealing with the normal school. This is sincerely appreciated by both the faculty and the students of the school.

Very respectfully,

ANNE M. GODING,
Principal.

MR. A. T. STUART,
Superintendent of Schools.

REPORT OF PRINCIPAL OF CENTRAL HIGH SCHOOL.

SIR: I have the honor to make the following report for the Central High School for the year 1907-8:

The work of the school during the past year has been in the broadest sense successful. An effective, harmonious faculty and a well-disposed, loyal body of pupils have made this possible in spite of the handicap of a building unfit for the work of a modern school.

TEACHERS' SALARIES.

The salary schedule of the present law, although it has done much for high school teachers, is still inadequate. The impossibility of placing at a higher salary those teachers already in the service is an injustice to many who have served long and efficiently in our schools. During the past year the effect of this has been seen in the resignation of Mr. Gilbert W. Kelly, who has accepted a principalship in East Aurora, Ill. The loss of Mr. Kelly is one hard to measure. His ability to interest his pupils, his enthusiasm for all things associated with the school, and his splendid judgment made a combination which the Washington schools can ill afford to lose.

The teachers for whom the present salary scheme does least are the teachers of special branches, such as drawing, music, physical training, and library science. It seems worth while to note that although these are teachers of special subjects, they are regular teachers in the sense of having as much work and responsibility as those in other departments. The initial salary given teachers of these subjects and the small annual increase will make it difficult to fill vacancies in these departments with teachers of the training and experience necessary to maintain the standard of our work.

PUPIL ACTIVITIES.

The pupils of the Central High School are engaged in most of the activities which engross the attention of the pupils of the present day high school. A monthly and a yearly publication, an athletic association supporting and managing base ball, football, field and track for the boys and basket ball and tennis for the girls, a debating society, an annual school luncheon and a Christmas entertainment, are some of the enterprises which have gradually won for themselves a place in the school life. Toward these activities, as indeed toward

the whole question of the pupil's relation to the school, our policy in general is to combine the largest possible degree of student initiative and responsibility with faculty supervision, in the hope of making self-controlled men and women. In all these interests, faculty supervision has for its purpose the guiding of the pupils away from the dangers which experience has taught us are to be avoided, rather than the exercise of faculty control. We want a smooth running machine, but not at the sacrifice of real manhood.

Into one department of pupil activity—the social life as organized in clubs and societies—the school authority as yet has not entered. It is impossible to longer close our eyes to the problems which these organizations bring us. That pupils of high school age will develop social interests is certain; that they will find organization is just as sure. That this form of activity makes peculiar demands on their thought and interest can not be doubted. It would seem then that the school must exercise here as elsewhere a guiding hand in order that the best possible development of the pupil may be achieved.

PHYSICAL TRAINING.

For the physical development of the pupils, outside of the comparatively small number who enter into competitive athletics, the Central High School is doing little. Besides the daily practice of ten minutes held in the class rooms and corridors, the work consists of an hour each week in the armory. As there are 1,000 pupils in the school, this means that the classes average about 40 in number. The armory is not a gymnasium. It lacks all conveniences for dressing and bathing; it is without adequate apparatus or facilities for equipment, should it be supplied, and is besides poorly lighted, poorly ventilated, and in every way entirely unfit for this extra use to which it is put.

The work with the girls is better than that with the boys. This is due largely to the fact that Mrs. Walton does not divide her time between this and any other school, and to the additional fact that a class room is available for her work in examination and "correction" when not able to secure the drill hall. She is, however, overworked and should be given an assistant. One woman can not satisfactorily look after the physical well-being of over 600 girls.

The physical training of the boys, besides the handicap of lack of facilities for properly carrying on the work, is further hampered by reason of the fact that Mr. Foley can not give us his entire time. I believe that the best results with the boys will not be achieved until we have a physical training teacher identified with this school alone. If we could have Mr. Foley's undivided time and could give him one of the rooms now occupied by the McKinley School, the efficiency

of his work would be greatly increased. He could decrease the size of his classes, could give individual corrective work to the boys especially needing it, and could have general supervision of the competitive athletics of the school.

THE SIX-PERIOD DAY.

The plan of dividing the day into six instead of five periods has been tried during this year and has been found unsatisfactory. The plan reduced the actual teaching time of the period to considerably less than forty minutes, with the result that the teachers without exception felt that the work of instruction suffered. With your permission, then, I shall return to the other plan, if it be possible to make the school programme on the five-period basis. With the increasing number of electives and with the necessity for planning in September for the formation of new classes in February, it is becoming increasingly difficult to make a programme for this school. The extra period in the day, giving greater elasticity to the programme, greatly facilitates the problem of organization. I am not at all sure but that finally we may be compelled to adopt permanently the six-period plan. If we do I am of the opinion that it will be necessary to lengthen slightly our high-school day.

SEMIANNUAL PROMOTION.

Our experience with the semiannual promotion of pupils in the high school has not been long enough to enable me to speak with certainty of its practicability in our system. Not until 1909-10 will the plan have worked its way through the entire four years of our course. There are, however, two phases of the question which have already been made evident, and to these I desire briefly to direct your attention.

In the first place, it does not seem possible to organize February classes unless we can start the year with a teaching force not already worked to its limit. This was made clearly evident here this year with the semiannual promotion scheme running through the first two years of our course. As the system works into the third and fourth years with their greater freedom of election the demand for teachers will increase in a ratio much greater than the increase in the number of pupils enrolled. In other words, the cost of instruction in the high schools with the system of semiannual promotion is bound to increase greatly.

In the second place, the loss of time to the great body of pupils, due to the modifications in the programme and the frequent changing of teachers is a matter which we must seriously consider in our final estimate of the value of this plan in our schools. There can be no

doubt that to those pupils who are failing the plan has great value. It shortens their period of failure with the result that a half-year only instead of an entire year need be repeated.

There is, however, the possibility that this result is being reached at a sacrifice of efficiency among the great majority of our pupils who are able to sustain the work of a full school year.

NEW BUILDING.

Everything that is done in the Central High School is done at too great an expenditure of time and energy. The building is not adapted to the needs of a modern school. There are no recreation rooms or playgrounds for the pupils, with the result that in fair weather our boys are turned out at recess into the street and in bad weather are herded into a poorly lighted and poorly ventilated basement. The lack of a gymnasium has been noted. There is no place in the building in which a lunch could be prepared and served. The men of the faculty have no retiring room, and there are no facilities for properly caring for sick pupils. Laboratories are poorly planned and poorly equipped. The heating plant is in almost daily need of repair.

Altogether, the point has been reached where from \$40,000 to \$60,000 must be spent in repairing the present building or a new one erected. I am of the opinion that even the most extensive repairs would still leave us with a building not fully adapted to the needs of a modern high school. Moreover, the growth of the city northward would seem to make logical the location of the Central High School farther north. I earnestly recommend that steps looking toward the erection of a new building may be quickly taken.

In conclusion, permit me to express my appreciation of the courtesy and help in all matters pertaining to the Central High School which I have received from both you and Mr. Hughes.

Very respectfully,

EMORY M. WILSON.

Mr. A. T. STUART,
Superintendent of Schools.

CENTRAL HIGH SCHOOL.

TABLE I.—Total enrollment, by years, courses, and sex, 1907-8.

Year.	Academic.			Scientific.			Total.			From last year.	Subsequent admissions.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
First.....	86	163	249	20	79	99	106	242	348		
Second.....	92	135	227	27	86	113	119	221	340		
Third.....	84	107	191	21	50	71	105	157	262		
Fourth.....	48	90	138	6	28	34	54	118	172		
Total.....	310	495	805	74	243	317	384	738	1,122	727	395
Withdrawals.....	24	75	99	8	26	34	32	101	133		
Total at close of year.....	286	420	706	66	217	283	352	637	989		
Graduates.....	48	90	138	6	28	34	54	118	172		

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	943.6	931.0	98.6
October.....	1,009.5	971.9	96.2
November.....	1,017.1	966.5	95.1
December.....	1,001.7	917.5	91.7
January.....	976.2	909.7	93.1
February.....	1,003.4	930.9	92.7
March.....	1,029.0	957.0	93.0
April.....	1,002.0	925.8	92.3
May.....	980.0	902.9	91.9
June.....	990.0	927.7	93.8
Total.....	1,000.2	929.7	93.5

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Teachers.	Average enrollment.	Total enrollment.	Graduates.				Total.
				Third year.		Fourth year.		
				Boys.	Girls.	Boys.	Girls.	
1890-1.....	36	1,001.0	1,090	74	131	.....	.....	205
1891-2.....	37	937.0	1,025	53	153	.....	.....	206
1892-3.....	39	778.0	851	47	101	11	22	181
1893-4.....	42	835.0	916	33	100	9	25	167
1894-5.....	43	894.0	1,010	36	68	13	42	159
1895-6.....	42	814.0	960	1	1	14	42	58
1896-7.....	44	851.0	966	.....	.....	31	72	103
1897-8.....	43	864.5	994	.....	.....	35	58	93
1898-9.....	43	917.1	1,052	.....	.....	41	66	107
1899-1900.....	47	991.3	1,126	.....	.....	34	42	76
1900-1901.....	49	899.9	985	.....	.....	40	55	95
1901-2 ^a	44	706.3	807	.....	.....	18	64	82
1902-3.....	47	693.2	772	.....	.....	31	72	103
1903-4.....	47	788.0	862	.....	.....	36	59	95
1904-5.....	47	788.0	862	.....	.....	31	73	104
1905-6.....	50	888.1	969	.....	.....	43	81	124
1906-7.....	57	984.3	1,072	.....	.....	43	99	142
1907-8.....	55	994.0	1,111	.....	.....	54	118	172
1907-8.....	48	1,000.2	1,122	.....	.....	.....	.....	.....

^a Technical school separated.

REPORT OF PRINCIPAL OF EASTERN HIGH SCHOOL.

SIR: I beg leave to submit the following report of the Eastern High School for the academic year 1907-8:

I. ENROLLMENT.

The total actual enrollment for the year is 388, distributed as follows:

	Boys.	Girls.	Total.
Fourth year.....	19	34	53
Third year.....	18	53	71
Second year.....	37	90	127
First year.....	47	90	137
Total.....	121	267	388

As last year's enrollment showed a marked increase over the preceding year, so does this year's enrollment show an increase over that of last year. The relative figures are as follows for the average enrollment for the three years, which is probably a more accurate standard of comparison than the total enrollment:

Average enrollment—

1905-6.....	269
1906-7.....	^a 306
1907-8.....	^b 353.4

In two years there has been an absolute increase in average enrollment of 84.4; a percentage of increase of 31.4 per cent—i. e., the school is about one-third larger now than two years ago. The estimated entrants for September will give an initial enrollment of about 400.

This increase in attendance has been paralleled by an increase in the number of teachers from 18 to 21, and the added enrollment of the coming year will require one additional teacher, as reported earlier in my estimated organization for next year.

An especially gratifying feature of the statistics of the school is the relatively small number of losses during the year. Up to June 1

^a Increase of 37, or 14.8 per cent.

^b Increase of 47, or 15.5 per cent.

there had left school, for various reasons, 33 pupils—14 boys, 19 girls. The causes and the distribution by classes are as follows:

	First year.		Second year.		Third year.		Fourth year.		Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
To work.....	5	1	4						10
Left city:									
Permanent.....	1	3					1		5
Temporary.....	2								2
Ill health.....	1	4		4		1			10
Illness in family.....		2		1					3
Loss of interest.....								1	1
Cause not given.....				1				1	2
Total.....	9	10	4	6		1	1	2	33

In this number are included at least 5 who have left school only temporarily and will return next year, so the actual loss is only 28. Up to the same time last year the losses were 30. The losses, therefore, this year, both absolute and percentage, are less than last year. In view of the common complaint throughout the country that the dropping out of high-school pupils is on the increase, this small number of losses and this relative decrease are gratifying. As usual, the greatest loss is in the first year—19. Only 6, however, left school to go to work; the other 12 left for causes other than economic necessity or lack of interest in school work.

I wish to quote, in this connection, from my report of last year:

I believe that the relatively small losses from the first-year class are attributable, in large measure, to the flexibility of the semester system, which has enabled us to adapt the high-school requirements to the fledglings of the first year.

The record of this year confirms this judgment. The record of both years shows that the number of pupils who left the first year on account of discouragement is practically negligible. The reduction of such cases is easily verified by reference to the losses in the first-year class of former years.

II. WORK OF THE YEAR.

The work of the school suffered not a little at the beginning of the year on account of lack of teachers. With a large increase in attendance no additional teachers had been provided. It was nearly three weeks after the opening of school before the necessary teachers were all provided, and during that time several classes were practically without instruction. The losses thus entailed have been almost completely made up during the year.

In general the report made last year upon the character of the work done in the several departments and the needs of the same holds

good for the present year. Certain items need modification because of changes effected since that report was submitted.

I noted last year that "the most serious defect in the work in English early in the year was the relative neglect of oral expression, with respect both to articulation and to the function of oral work in the development of the expressive faculty. The teachers all responded readily and intelligently to my criticism upon this point and there has been marked improvement during the year." This defect in the English work has been still further remedied by the provision in the present course of study for one hour a week in the first-year English specifically for oral work. Careful attention has been given to articulation and the production of tone, with gratifying results.

The work in history has been rendered more interesting by the use of maps, which we secured during the year, and by the summing up of epochs in the form of illustrated lectures by the teacher. Another teacher of history is needed, as specified in a special communication soon to be sent.

There have been classes in ancient history in the first year, a class in modern history in the third year, and a class in American history in the fourth year.

The text-book in ancient history, West's Ancient World, is unsatisfactory. Too dry and schematic for first-year pupils.

The work in drawing suffered especially during the first part of the year. It was not until the 1st of January that our second teacher was appointed. Since then the work has progressed satisfactorily, barring programme difficulties that can be eliminated another year. The most evident need of this department is that it should be expanded to include practical work in the industrial arts. The material needs of the department are fully covered in my annual requisition, and they are urgent.

The change in the physical training department for girls has been especially gratifying. In accordance with my recommendation of last year a teacher was appointed for full time in this school. She has had full charge of the athletic interests of the girls as well as of the class work, and also a general oversight of the health of the girls. Each class of girls has had two programme periods per week of physical training.

Each girl has been examined twice—at the beginning and at the close of school. These examinations have been recorded upon blanks for that purpose. In a considerable number of cases the teacher of physical training has verified examinations by referring them to the medical inspector—cases in which the point to be determined was of diagnostic rather than of physical character.

The urgent needs of this department are material and have been specified in my requisitions—shower baths and lockers.

In conclusion I would call your attention to the growth of the school during the past two years and the strain that growth imposes upon the accommodations. Next year there will be 17 classes. Most of these will recite five hours a week in four subjects. There are but 15 class rooms, including laboratories. Obviously there will be some crowding. If the present rate of increase continues two years more additional accommodations will be imperatively demanded. A new high-school building will be a necessity.

With appreciation of your courtesies,

Very respectfully,

W. S. SMALL, *Principal*.

Mr. A. T. STUART,

Superintendent of Schools.

EASTERN HIGH SCHOOL.

TABLE I.—*Total enrollment, by years, courses, and sex, 1907-8.*

Year.	Academic.			Scientific.			Total.			From previous year.	At the opening of school.	Subsequent.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
First.....	41	69	110	6	21	27	47	90	137		98	39	137
Second.....	34	79	113	3	11	14	37	90	127	125	122	5	127
Third.....	17	49	66	1	4	5	18	53	71	66	70	1	71
Fourth.....	16	31	47	3	3	6	19	34	53	47	48	5	53
Total.....	108	228	336	13	39	52	121	267	388	238	338	50	388
Withdrawals.....	12	13	25	5	6	11	17	19	36				36
Total at close of year.....	96	215	311	8	33	41	104	248	352				352
Graduates.....	12	31	43	3	2	5	15	33	48				

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	346.5	342.8	98.9
October.....	359.4	344.5	95.8
November.....	347.8	330.4	94.9
December.....	342.4	316.2	92.3
January.....	345.9	327.1	94.5
February.....	366.5	342.0	93.3
March.....	360.2	337.6	93.7
April.....	357.5	333.4	93.2
May.....	354.0	326.1	92.1
June.....	342.4	319.4	93.2
Total.....	353.4	332.2	93.9

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Teachers.	Average enrollment.	Total enrollment.	Graduates.				Total.
				Third year.		Fourth year.		
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	7	158.0	189					
1891-92.....	11	239.0	270					
1892-93.....	15	329.0	386	31	37	5	6	68
1893-94.....	17	366.0	400	29	48	5	16	88
1894-95.....	19	393.2	452	25	31	9	16	81
1895-96.....	21	394.4	467		1	8	23	32
1896-97.....	21	401.0	453			10	34	44
1897-98.....	21	445.0	511			18	34	52
1898-99.....	21	468.0	538			24	36	60
1899-1900.....	22	460.4	532			20	41	61
1900-1901.....	22	411.2	458			13	42	55
1901-2.....	22	374.6	416			19	39	58
1902-3.....	21	292.0	342			20	28	48
1903-4.....	20	286.0	314			11	33	44
1904-5.....	19	275.9	308			11	37	48
1905-6.....	18	269.0	313			14	22	36
1906-7.....	19	306.0	335			11	24	35
1907-8.....	21	353.4	388			15	33	48

REPORT OF PRINCIPAL OF WESTERN HIGH SCHOOL.

SIR: I beg to submit, herewith, my report on the work of the Western High School for the year just closed.

In doing so I would state that I have not reported on the classroom work in detail. This work, organized under the various department heads, has been in the main eminently successful. Conferences with the heads of departments have revealed only satisfaction on their part with the way in which the plans submitted by them have been carried out by the teachers at the Western High School.

The mid-year reorganization of the school is resulting in more efficient preparation on the part of those repeating a subject, as well as greater progress for the successful pupils by the elimination from the class of the students who fail. As the years go on I believe we shall feel more and more strongly the advantage of this semester plan of organization throughout the entire student body, since by it we are making provision for the unusually bright pupils, as well as safeguarding the interests of those who are slower.

The next essential to the effective working out of this organization I believe to be a point system for graduation, and I cordially commend such a system to your favorable consideration.

THE SIX-HOUR DAY.

The six-hour day has now become well established at the Western High School. We have adjusted ourselves to the shorter period, and find we can cover limits, and that the strain felt by the teachers during the first year of the inauguration of this schedule has disappeared. The students appreciate and benefit by the increased number of study hours.

CAPACITY OF THE WESTERN HIGH SCHOOL.

In the year 1907-8 the seating capacity of the Western High School was taxed to the limit. With the incoming class in February, there arose the problem of providing for 50 additional pupils, while every available foot of class-room space was already taken up with school furniture. To avoid renting quarters on the outside, it was finally decided to vacate one of the laboratories of physics, turning the laboratory into a class room, and to place school-room furniture

in a small recitation room on the third floor of the building. Neither of these rooms is adapted for class-room purposes. The laboratory, fitted up with cases, sinks, closets, etc., gives scant space for the students' desks and chairs, and is beside needed as a laboratory for the department of physics, the work of which department is seriously crippled by its loss. The other room was never intended for use as a class room. The ceiling is low, light insufficient, and ventilation bad.

At the close of the year we face again the problem of what to do with our increasing numbers. There seems to be the one alternative of renting outside quarters (a most undesirable arrangement) or of transferring to another school the number of students in excess of our housing capacity, an equally undesirable plan.

Aside from the problem of providing a seat for each pupil, there is, of course, the equally imperative demand of a class room for each teacher.

There are at the Western High School 18 teachers, not including teachers of laboratory subjects, such as the sciences, drawing, etc. For these 18 teachers, all of whom may be teaching at one time, there are 13 class rooms. All this year we have struggled with the problem of furnishing 18 teachers with suitable places for conducting recitations from a total of 13 available class rooms, and yet our faculty has been too small for the satisfactory operation of the school. What provision then can we make for the additional teachers who are needed in view of next year's increased enrollment?

As to the new pupils, I should have asked for additional furniture in anticipation of increased enrollment, but that there is no floor space available for placing it. In this connection I would suggest that territorial boundaries be established for the three academic high schools, and that pupils be required to attend the school to which they are naturally assigned by this territorial boundary. If strictly adhered to, such a plan would at once demonstrate the schools to be relieved by the extension of their buildings or the erection of additional buildings. For the past three years we have urged that an item to cover the enlargement of the present Western High School building be included in the annual estimates submitted to the Commissioners of the District of Columbia. The growth of the school must be met either by such an extension of the present quarters, or by the opening of another academic high school.

PURCHASE OF CECILIAN.

Through permission granted by the board of education, an arrangement was made to exchange the old Knabe grand piano in part payment on a new Cecilian piano player. One hundred and fifty dollars from the treasurer of the school was paid down on this purchase, and the rest of the money was raised by an entertainment given in March,

so that the close of the school year finds the Western High School equipped with a Cecilian piano player and 100 carefully selected rolls.

The value of this addition to the equipment of the Western High School can not be overestimated. Interest in using the instrument was high from the very start, and it did not abate as the novelty wore off. Students remained to play the Cecilian just as long as they were permitted to do so, and every day the close of the school session was followed by a regular stampede for the Cecilian. On the whole, I believe the boys were more persistent than the girls in their interest and enthusiasm. More than once a cadet has come hurrying up to the office at the close of two hours of drill, to ask if he might play the Cecilian for a while.

The culture value of the instrument is very great. Immediately after the Cecilian was installed a music club was formed for the study of the works of the great composers. Biweekly meetings were held, and the lives of the following composers and their works were studied: MacDowell, Grieg, Wagner, Nevin, Brahms, Schubert, Schumann, and Mendelsohn, in the order named.

The music club also used the Cecilian for study of the great numbers of the orchestral concerts given last season, thus making in advance of the concert intelligent preparation for its enjoyment and appreciation.

I can foresee a great opportunity in the use of this instrument to broaden musical culture in the school.

THE SCHOOL AS A RECREATION CENTER.

The library of the Western High School has been open three nights of each week for two and a half hours, for distribution of books installed by the Public Library of Washington.

The Washington Playground Association has carried the expenses of this movement, providing a care taker and two librarians. There has been a nightly attendance of about 50, including children who come for the "story hour."

As soon as the building can be adequately lighted it is the desire of the Playground Association to cooperate with us to extend the influence of the school in the life of the community. A large and expensive plant is idle through three months of the year, and at the very time when the need in Georgetown is greatest for the constructive and recreative work of such a center. We hope to make a definite advance in this work during the coming year.

ATHLETICS.

The athletic condition at the Western High School seems to be normal. We have a fairly large number of participants in training

for each of the athletic interests, and the school has made an honorable record in the inter high school competitions.

One of the gravest difficulties the high schools have to face is that of providing a suitable field for athletic contests and exhibitions. We repeat one urgent recommendation, that the inter high school athletic contests be recognized by the board of education as a legitimate part of the school life, and that by way of making provision for their continuance, the board of education be asked to provide a suitable athletic field where these events may take place. This is asking, in other words, for a playground for high schools.

DEBATE.

At the Western High School interest in debate continues. During the session just closed the school was represented by a splendid team, whose work received deserved praise.

This is a feature of the school work which should receive even greater recognition at the hands of the general public, so that an inter high school debate would elicit interest proportionate to that occasioned by an inter high school game of football.

NEED OF RENEWAL OF EQUIPMENT OF LUNCH ROOM.

For ten years the Western High School has maintained a hot luncheon for students, offering wholesome and nutritious food at very low prices.

The luncheon has maintained itself fairly well, but has not paid for increase of equipment, as the old has worn out from use. The original equipment of linen, china, and silver is in need of renewal. One of the first matters to which we must give our attention in the fall is that of supplying table linen to replace the cloths furnished in 1898, which are completely worn-out and past repair.

PARENTS-TEACHERS' ASSOCIATION.

In May a Parents-Teachers' Association was organized at the Western High School. It is planned to follow up the preliminary organization with a general meeting of all the patrons of the school in the early autumn, at which meeting parents will be invited to become members of the association and to participate actively in its work. Nothing but good can result from this closer association of parents and teachers, and much good to individual pupils and to the school as a whole is expected to result from it.

SALARIES OF HIGH-SCHOOL TEACHERS.

Teachers of drawing, music, physical culture, and manual training in the high schools are in no sense visiting teachers. They deal directly with high-school pupils studying these subjects and are

specifically assigned to class-room and study-hall charge. The discrimination which has resulted in placing these teachers in classes 4 and 5, instead of in class 6 with high-school teachers of academic subjects, is so unjust as to cry for persistent effort to secure new legislation in this matter.

At the Western High School, and I am sure in all of the high schools in Washington, there are no more deserving teachers than those in this group—none who work longer hours, none who strive more conscientiously for the development of the individual pupil. The arbitrary discrimination against them is not warranted in their preparation for the service they render, in the results they obtain, nor in their influence on the life of the school as a whole. Their work commands our respect and should have its just compensation.

ENTERTAINMENTS.

On Easter Monday evening the members of the fourth-year class entertained their friends at the Western High School. The programme, "An Evening with Goldsmith," was an ambitious one. It included scenes from "The Vicar of Wakefield," dramatized by members of the class, as well as scenes from "She Stoops to Conquer." Between the two parts of the programme a minuet was danced by 16 girls from the same class. The entire tone and quality of the entertainment was high, and a standard was set that will challenge the emulation of succeeding classes.

On the 20th of May the pupils in Miss Stutz's German classes gave a German play. The chief charm of this performance lay in the fact that it was correlated, so as to speak, with the work of the school. It did not detract from the work of the day, or even the hour preceding the presentation, but was given at the close of the school day with no attendant excitement or bustle and in most creditable manner. The influence of the French and German plays upon the work of the respective departments is, to my mind, very stimulating. It is our own plan to give at least one of each of these plays in a modern language each year.

THE ESPERANTO CLUB.

The Esperanto Club has been a successful feature of the school year. It was formed early in February in response to an enthusiastic demand on the part of the pupils following a short address of the secretary of the international Esperanto organization. To limit the membership, as well as to secure a high grade of work, only those were admitted whose scholarship record was "G" or above in every subject. Under these restrictions the membership numbered 25. Miss Von Seyfried and Miss Turner conducted the lessons on alternate days. Meetings were held regularly, twice a week from the 1st of

February to the last week in May. The club was fortunate in securing the interest of Mrs. Wilbur F. Crafts, who not only spoke to them in person and taught them the Esperanto rendering of our national hymn, but sent many valuable suggestions for advanced study.

During the current year we have endeavored to extend the work of the school beyond the class room, and to draw into the school a number of speakers on subjects more or less closely related to our interests. A partial list of speakers is given below, as representative of the ground covered in these talks.

LECTURES AND TALKS.

Representative George A. Loud, of Michigan: "The Panama Canal." Illustrated with lantern slides.

Mr. Fairchild: "The Ethics of Sport." Illustrated with lantern slides.

Colonel Tweedale, of the Loyal Legion: Flag Day Address.

Mr. Edwin D. Meade, secretary of Old South Society of Boston: "The United States and the United World."

Dr. Merrill E. Gates, secretary of the Commission on Indian Affairs: Washington's Birthday Address.

Mr. Edmond Privat, of Geneva, Switzerland: Esperanto.

Dr. Thomas A. Balliet, dean of School of Pedagogy of New York: Informal talk on the value of hard work and persistence in entering life as a citizen of the Republic.

Doctor Day, of the Geological Survey: "Artificial Silk."

Doctor Hay, of Western High School faculty: "Color Photography."

Judge Ben. B. Lindsay, of Denver: "The Juvenile Court, Its Principles and Practice."

Doctor Warfield, president of Lafayette College: On the opportunities of life in Washington and on Lafayette College.

Mr. Franklin W. Collins: "Alexander Hamilton."

Doctor Randolph, of the health department: "Tuberculosis."

In conclusion I desire to express my appreciation of the loyalty and cooperation of my associates, the teachers of the Western High School.

They have held up my hands at every point, and have given most efficient and unmeasured service in the interests of the school.

I believe an examination of their work will lead you to feel the justice of my sweeping indorsement of them.

Very respectfully,

MR. A. T. STUART,
Superintendent of Schools.

EDITH C. WESTCOTT,
Principal.

WESTERN HIGH SCHOOL.

TABLE I.—Total enrollment, by years, courses, and sex, 1907-8.

Year.	Academic.			Scientific.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First.....	72	80	152	9	40	49	81	120	201
Second.....	59	71	130	21	32	53	80	103	183
Third.....	16	40	56	26	27	53	42	67	109
Fourth.....	7	16	23	17	28	45	24	44	68
Total.....	154	207	361	73	127	200	227	334	561
Withdrawals.....	45	50	95	28	34	62	73	84	157
Total at close of year.....	109	157	266	45	93	138	154	250	404
Graduates.....	8	17	25	11	25	36	19	42	61

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	449.5	444.3	98.8
October.....	473.4	457.2	96.5
November.....	478.2	462.2	95.5
December.....	449.2	415.9	92.5
January.....	457.7	424.6	92.6
February.....	459.8	424.0	92.2
March.....	490.2	463.8	94.6
April.....	482.6	449.2	94.3
May.....	475.4	444.1	93.4
June.....	419.5	389.1	92.7
Total.....	467	433	94

TABLE III.—Showing number of teachers, average attendance, whole enrollment, and number of graduates.

Year.	Teachers.	Average enrollment.	Total enrollment.	Graduates.				Total.
				Third year.		Fourth year.		
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	2	56	64					
1891-92.....	4	107	126					32
1892-93.....	7	156	173	8	24			51
1893-94.....	10	181	199	12	33	1	5	26
1894-95.....	11	199	226	7	9		10	20
1895-96.....	12	245	281			5	15	23
1896-97.....	14	231	264			5	18	23
1897-98.....	15	290	320			4	25	29
1898-99.....	17	339	404			9	25	34
1899-1900.....	18	342	405			10	15	25
1900-1901.....	19	323	377			25	23	48
1901-2.....	17	291	338			18	41	59
1902-3.....	15	262	303			14	23	37
1903-4.....	16	300	344			16	32	48
1904-5.....	18	276	261			17	19	36
1905-6.....	21	414	463			15	36	51
1906-7.....	24	430	498			20	21	41
1907-8.....	26	467	561			19	42	61

REPORT OF PRINCIPAL OF BUSINESS HIGH SCHOOL.

SIR: I have the honor to submit the following report of the work of the Business High School for the year ending June 30, 1908:

FOUR-YEAR COURSE.

Although adopted by the board during vacation and announced to pupils just before the opening of school, the four-year course was elected by about 120 pupils of the September class. A year's experience has served to show the practicability of such a course as well as the substantial demand for it by the community. Besides the 120 first-year students taking this course, it was pursued by one small section of second-year pupils who had completed the first year of the old course and by a small section of third-year students who returned after graduation from the two-year course. So far, therefore, as the teaching was experimental it was tried upon small groups of pupils and under very favorable pupil conditions. While methods and results will no doubt be subject to change, the course as tested has served admirably and I am not willing to suggest any radical alteration.

If the unit system of crediting were adopted, it would be possible to give due weight to certain minor subjects, such as drawing, music, military drill, and public speaking, and also to develop more fully individual aptitudes on the part of pupils, although such a system should be carefully safeguarded in order to insure a well-balanced course for each student.

Results amply justify the wisdom of the board in offering the four-year course.

THE SEMESTER PLAN.

The semester plan of promotion tends to secure a maximum of advancement to the bright pupil and to require a minimum of retardation for the dull, and on the whole, has been satisfactory considering its recent introduction.

Several faults have, however, become apparent:

The mid-year reorganization requires that pupils and teachers lose some time in getting into close touch with one another. This seems to be a fault inherent in the system where the school is large and the reorganization complete.

Courses are not yet adapted to the half-year plan, and consequently the summer vacation falls at an unfortunate period in the fundamental work of some studies. This, however, is remediable.

The relatively small size of the February class and its varying size as compared to the number of pupils completing their course in mid year have caused some embarrassment in organization, but these are matters which time and experience will eliminate.

LABORATORY EQUIPMENT.

I must urge the absolute necessity of an adequate equipment the coming year in biology and physics. In both these subjects the work has been carried on under great difficulties, and nothing but the earnestness of teachers and pupils has made the work as effective as it has been.

AFTERNOON SESSIONS.

Four sections of about 120 pupils were obliged to attend school from 1.20 to 4.30 p. m., and a like number were dismissed at 1.20 each day to make room for the afternoon pupils.

While this was the only feasible plan of meeting the school's temporary overcrowding, it is most unfortunate from an educational viewpoint. The number of afternoon sections will probably be increased to nine or ten for the coming year, thus making the speedy construction of the \$80,000 extension provided for by Congress imperative.

"SPECIAL" TEACHERS.

The conversion of the "special" into a regular teacher is recommended. Wherever this has been done, as in drawing and physical training, the character of the work has improved. Every teacher in a high school should be in complete accord with the school ideals and spirit and should, as far as possible, know intimately the pupils that he instructs.

AWARDS AND PRIZES.

The Galt prize and the scholarship in the Washington College of Law have been helpful to the work of the school. Not only are the awards made for excellence of scholarship, but they are in themselves a continuation of the students' education, rather than a mere symbol.

REPORT BY SUBJECTS.

As the work in the two-year course was substantially the same as that of last year, specific subject reports are limited to the studies introduced this year.

GERMAN.

This subject has differentiated the first year of the long course from the first year of the short course.

The work has followed in the main "Das Lehrbuch" by Spanhoofd, which has proved an excellent introduction to the language.

Almost without exception pupils have manifested a keen interest in the study and have made commendable advancement.

It is anticipated that German will prove a valuable aid to English in the study of grammar, in vocabulary building, and through translation.

BIOLOGY.

The first year's work in biology has been greatly handicapped by lack of suitable laboratory equipment. It has been possible, nevertheless, to complete a fairly satisfactory course by making much use of the facilities for study offered by the National Museum, the parks, and the various bureaus of the Agricultural Department. It has been fortunate that the first class was not large, numbering but 17, a class large enough to be interesting, but not so large that it could not be managed with our meager equipment.

The following purposes have been kept in mind in planning the work:

First, to give the pupils a broad, general view of the whole world of living things through a study of the large groups by means of detailed laboratory or museum study of type forms.

Second, to learn the laws governing the development of plants and animals, so far as possible in an elementary course.

Third, to show the relations of plants and animals to man by a constant reference to useful or dangerous forms and by definite economic study, such as the preparation of papers and the reading of bulletins published by the government bureaus, with class discussion.

Fourth, to arouse an interest in and a love for nature on the part of the pupils through study of the living plants and animals and through field trips.

The above purposes have been carried out with considerable success. A foundation has been laid for better work in the future. The need of such a course has been demonstrated by the fact that the members of the class constantly showed their ignorance of many of the simplest and most elementary facts of biology and a lack of acquaintance with the most common species of plants and animals.

An effort was made to reduce the expense to a minimum. The total amount spent by each pupil was \$1.25—\$1 for laboratory fee and 25 cents for text-book. The notebook was furnished through the laboratory fee.

The following is a syllabus of the subjects covered during the year:

The relation of organic and inorganic substances.

The relations of plants and animals to each other.

Study of the following topics:

- (a) The plant as a whole: Its parts, its relation to heat, light, air, and soil.
 - (b) The flower: Parts, fertilization.
 - (c) The fruit: Kinds, uses to plant, economic fruits.
 - (d) The seed: Structure, parts, uses to plant, seeds of economic importance.
 - (e) Chemical testing of plant parts for starch, glucose, albumin, oils.
 - (f) The study of germination.
 - (g) The root: Kinds, uses to plant, structure, economic roots.
 - (h) The stem: Uses to plant, structure modifications, stems of economic importance.
- Study of forestry bulletins.

(i) The leaf: Uses to plant, experiments to show photo synthesis, transpiration, relation of leaves and stem to light, arrangement of leaves on stem, modifications of leaves, leaves of economic importance.

Brief study of one of the algæ.

Brief study of a fleshy fungus.

Three lessons on molds.

Three lessons on the yeast plant.

Three lessons on bacteria.

STUDY OF ANIMALS.

Microscopic study of the amœba.

Microscopic study of the para mœcium.

Museum study of sponges.

Museum study of coelenterates.

Laboratory study of the clam. Comparison with other mollusks at the museum. The pearl-button industry. Life history of the oyster.

Laboratory study of the crayfish. Text-book study of other crustaceans. The lobster industry.

Laboratory study of the live earthworm.

Laboratory study of the locust (grasshopper).

Museum study of other groups of insects: Useful insects, insects injurious to agriculture. Study of bulletins of the Bureau of Entomology.

Characteristics of vertebrates.

Laboratory study of the fish. Excursion to the Fish Commission building.

Brief book study of amphibia and reptiles. Laboratory study of the metamorphosis of the frog.

Museum study of birds. Relation of birds to agriculture. Study of bulletins of the Biological Survey.

Brief study of mammals.

Outline of human anatomy.

ALGEBRA AND INVENTIONAL GEOMETRY.

The work in algebra for the period from September to the Easter holidays included the general subjects of elementary algebra up to and including simple quadratic equations, omitting indeterminate equations, inequalities, imaginary expressions, and variation. Inventional geometry was taught from May 1, 1908, to the end of the school year. The work consisted in the consideration of the relations, properties, and constructions pertaining to lines and angles, triangles, circles, quadrilaterals, polygons, and solids.

The class in mathematics was organized with 11 pupils, but was reduced to 8 before the end of the year, 2 pupils leaving school and the third dropping the subject because of pressure of other work. The attitude of the class toward the work was very good, and the interest in the subject of geometry has resulted in each member of the class announcing his desire and intention of electing mathematics in the fourth year.

PHYSICS.

The work in physics proved of intense interest to the members of the class, as their knowledge of physical phenomena was very meager, being limited to the little information gained from their study of physical geography. This work in physics, however, was seriously handicapped owing to the lack of facilities for laboratory work. Most of the experimental work had to be performed by the teacher because of the lack of apparatus. This necessarily sacrificed the close personal interest on the part of the pupil that would have resulted from his own manipulation of the apparatus.

The class in physics consisted of 11 pupils, and the work included the general phenomena of mechanics of solids, mechanics of fluids, heat, electricity, and light.

PHYSICAL GEOGRAPHY.

(First-year class, thrice weekly: Dryer text.)

This was first begun as a formal study last September, though the principles had been incidentally dealt with for several years during the course, once weekly, in mathematical geography. The trebling of the time has been of the greatest benefit in allowing more thorough instruction in the fundamentals of all geography. Throughout, not only with the aid of the book, but also with the use of outline maps, diagrams, clay models, and specimens by the pupils, it has been the aim to develop each topic, as erosion, rivers, lakes, etc., in such way that the pupils mentally assimilate the marrow of it, adding to their stock of permanent knowledge.

Thus, in the way of data or in the growth of mind, each advances that much, and gets something of lasting good to him whether he

drops out after a limited period or continues to the end. While each step is intended to be useful in itself, it is linked to the one before and behind, forming an ascending series to the next year.

COMMERCIAL GEOGRAPHY.

(Second-year class, thrice weekly: Adams text.)

With the strongest emphasis laid on the causal relation between natural environment and commercial growth, the substantial of the course have been taught with the daily modifications that come from greater experience. For the present number of teachers there is a good equipment of maps and supplementary literature. A fair start has been made toward a museum of products. The Galt prize has given an appreciable impetus in that direction.

Two new features are worthy of mention. Several illustrated lectures were given during the session, some based on the lantern slides purchased a year ago, and others by generous help from outside the department. Also, a new method of using pictures has been put into operation. All those touching a particular field, as cotton or wheat, are mounted in logical arrangement on sheets of cardboard, 3½ feet by 6 feet, to be hung in the main corridor for class examination whenever that subject is being studied. Each product will thus be viewed from four standpoints: Text-book, museum, illustrated talk, and pictures.

COMMERCIAL AND INDUSTRIAL HISTORY.

(Third-year class, thrice weekly: Webster text.)

Armed with the economic and geographical principles acquired during the previous two years, the students in the third year take a rapid view of history from the beginning, looking for instances of the application of these laws to our development in the past. But it was constantly borne in mind that the dead elements are undeserving of consideration except as they throw light on the present and the future. The forces around us are often so near and intricate that we can not see them clearly, but when we find them worked out to their fullest extent in some historical example we get a perspective to their very framework. The lessons drawn aid in grasping the complexity of activities to-day. In succession the great river basin civilizations were gone over. The Yangste, in China; the Ganges and Indus, in India; the Tigris and Euphrates, in Asia Minor; the Nile, in Egypt; Phenicia, Greece, and Rome, completed the ancient cycle. The other countries of Europe, and finally the United States, finished the survey.

In every case, with reference to maps, the physical conditions, surface forms and climate, were closely investigated to see how

much directive influence they exercised on commerce and industry and then on political and sociological life. To vivify the matter, all possible parallels and similarities to-day were brought out. Especially interesting was the study of the tariff in this manner. The cultural helpfulness of the course is undoubted. When the pupils learn what commercial appliances we got from China, from the Mohammedans, and from others stigmatized as "heathens," their breadth and receptivity are developed.

A course in commercial history is in the pioneer stage in education, and especially so in secondary education. The facilities for properly pursuing it are unsatisfactory. No text-book suitable for students of high-school maturity is on the market. Generally, illustrative material is scanty, and this school has almost none, except outline maps which were liberally used. Free-hand ones were also frequently made.

In spite of drawbacks, the results amply justify the broad-minded policy of the school authorities in requiring this course from all four-year pupils.

AUDITING, ACCOUNTING, AND FINANCE.

Our original third-year class of 11 pupils completed a very successful session. The course in accounting, auditing, and finance had to be constructed. There was no precedent to go by and, at first, no text-book to afford aid. After several months a finance book was adopted, but none in the other branches of the course. For the latter work, reference was made of books, reports, special articles, and business statements. To take the place of a text-book, a developmental method was used, with an accompaniment of properly kept notebooks. A very successful experiment was made, also, with a "briefing" method. Special topics were assigned for investigation and report. The best briefs were mimeographed and copies supplied to the class. In this way, hereafter, it will be possible to construct, each year, a text-book in the fundamentals of higher accounting.

On the financial side, a review of bookkeeping principles was followed by a study of partnership accounts, of the accounts of corporations, etc. Following this, the classification of accounts was studied for retail, wholesale, manufacturing, and public-service corporations. The effect of this classification in making clear the condition and trend of a business was the next step, and this branch of the work closed with cost keeping. As a side issue, throughout the course, a study was made of the design of books for accounting purposes.

In auditing, there was time to pay attention simply to the fundamental aims of an audit, and to the general process of carrying it out.

The trial work accomplished this year promises splendidly for the future. In spite of all the handicaps incidental to the working out of a new course, and in spite of the strain of the subject itself, with its constant demand for the closest reasoning and weighing of cause and effect, the attitude of the class has been most excellent, and its genuine interest unquestioned.

The result of the work makes one look forward with confidence to a stronger course next year, and to the further development of departmental work in the new fourth-year class. The development of this new work places the school on a very high plane in schools of its class, and within a few years should give it absolute leadership in its field.

Very respectfully,

ALLAN DAVIS,
Principal.

Mr. A. T. STUART,
Superintendent of Schools.

BUSINESS HIGH SCHOOL.

TABLE I.—Total enrollment by years, courses, and sex, 1907-8.

Year.	Boys.	Girls.	Total.
First.....	205	374	579
Second.....	99	203	302
Third.....	4	6	10
Total.....	309	583	891
Withdrawals.....			183
Total at close of year.....			708
Graduates.....	42	87	129

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	781.0	766.8	98.1
October.....	791.8	767.7	96.2
November.....	771.5	741.2	96.0
December.....	746.3	698.8	93.6
January.....	719.0	677.1	94.1
February.....	846.1	800.4	95.5
March.....	818.8	778.8	95.1
April.....	804.9	751.0	93.0
May.....	759.0	713.2	96.4
June.....	708.7	667.6	94.2
Total.....	734.0	697.0	94.9

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Teachers.	Average enrollment.	Total enrollment.	Graduates.			Average entrance age of first year.
				Boys.	Girls.	Total.	
1890-91.....	8	274	314				
1891-92.....	9	329	368	17	18	35	16.4
1892-93.....	11	359	389	25	25	50	16.3
1893-94.....	12	410	493	32	28	60	16.1
1894-95.....	13	394	497	21	19	40	16.3
1895-96.....	17	421	532	35	36	71	16.5
1896-97.....	19	435	526	34	40	74	16.4
1897-98.....	20	483	601	41	48	89	16.7
1898-99.....	21	491	594	37	64	101	16.6
1899-1900.....	21	527	664	39	58	97	16.5
1900-1901.....	23	598	745	35	73	108	16.2
1901-2.....	25	603	703	62	94	156	16.2
1902-3.....	25	571	690	59	80	139	16.3
1903-4.....	26	607	713	62	86	148	16.2
1904-5.....	27	583	683	52	113	165	16.7
1905-6.....	31	621	705	51	106	157	16.0
1906-7.....	33	680	823	53	89	142	15.6
1907-8.....	37	734	891	42	87	129	15.7

SUMMARY OF HIGH SCHOOL STATISTICS.

TABLE IV.—*Showing enrollment of each white high school for each school year by years, as well as number of graduates each year, etc.*

Year.	1902-3.					1903-4.					1904-5.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year.....	304	87	121	483	995	375	136	111	508	1,130	394	189	132	441	1,156
Second year.....	191	96	90	207	584	219	86	81	205	591	275	80	71	242	668
Third year.....	152	69	72	.....	293	150	68	69	.....	287	171	78	52	.....	301
Fourth year.....	125	46	59	.....	230	118	53	53	.....	224	129	45	53	.....	227
Total.....	772	298	342	690	2,102	862	343	314	713	2,232	969	392	308	683	2,352
Graduates:															
Second year.....				139	139				148	148				165	165
Fourth year.....	103	37	48	.....	188	95	48	44	.....	187	104	36	48	.....	188

Year.	1905-6.					1906-7.					1907-8.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year.....	408	215	122	479	1,224	422	214	167	594	1,397	348	201	137	579	1,265
Second year.....	335	145	94	226	800	237	155	78	229	699	340	183	127	302	952
Third year.....	205	48	52	.....	305	205	79	53	.....	337	262	109	71	10	452
Fourth year.....	124	55	45	.....	224	144	50	37	.....	231	172	68	53	.....	293
Total.....	1,072	463	313	705	2,553	1,108	498	335	823	2,764	1,122	561	388	891	2,962
Graduates:															
Second year.....				157	157				142	142				129	129
Fourth year.....	124	51	36	.....	211	142	41	35	.....	218	172	61	48	.....	281

ACADEMIC WHITE HIGH SCHOOLS.

TABLE V.—*Showing enrollment in all white academic high schools by classes, and the number of graduates, Central to 1889-90, inclusive; all together thereafter.^a*

Year.	Class.					Graduates.		College.
	First year.	Second year.	Third year.	Fourth year.	Total.	Third year.	Fourth year.	
1887-88.....	519	290	188	.....	997	b 207	.....	.....
1888-89.....	586	405	262	.....	1,253	b 222	.....	.....
1889-90.....	712	438	272	.....	1,422	b 289	.....	.....
1890-91.....	718	358	267	.....	1,343	b 205	.....	.....
1891-92.....	703	436	282	.....	1,421	206	.....	.....
1892-93.....	637	439	291	c 43	1,410	249	33	.....
1893-94.....	672	431	328	84	1,515	255	51	.....
1894-95.....	759	488	303	138	1,688	176	90	.....
1895-96.....	736	480	324	d 168	1,708	3	107	37
1896-97.....	682	465	324	215	1,686	.....	170	32
1897-98.....	807	431	324	228	1,790	.....	172	43
1898-99.....	913	538	282	257	1,990	.....	201	50
1899-1900.....	865	583	357	217	2,022	.....	.....	.....
1900-1901.....	700	511	338	261	1,810	.....	198	.....
1901-2.....	594	419	306	239	e 1,558	.....	199	.....
1902-3.....	512	377	293	230	1,412	.....	188	.....
1903-4.....	622	386	287	224	1,519	.....	187	.....
1904-5.....	715	426	301	227	1,669	.....	188	.....
1905-6.....	745	574	305	224	1,848	.....	211	.....
1906-7.....	803	470	337	231	1,941	.....	218	.....
1907-8.....	686	650	442	293	2,071	.....	281	.....

- ^a Branch schools established September, 1890.
^b Includes second-year graduates of business course.
^c First voluntary fourth-year class.
^d First compulsory fourth-year class.
^e Technical school separated.

TABLE VI.—*Showing enrollment in Business High School, by classes, and the number from 1890 to 1908.*

Year.	Class.				Graduates.
	First year.	Second year.	Third year.	Total.	
1890-91.....	308			308	
1891-92.....	281	84		365	35
1892-93.....	303	85		388	50
1893-94.....	344	132		476	60
1894-95.....	324	155		479	40
1895-96.....	372	145		517	71
1896-97.....	376	140		516	74
1897-98.....	390	169		559	89
1898-99.....	416	171		587	101
1899-1900.....	414	226		640	97
1900-1901.....	564	181		745	108
1901-2.....	469	234		703	156
1902-3.....	483	207		690	139
1903-4.....	508	205		713	148
1904-5.....	441	242		683	165
1905-6.....	479	226		705	157
1906-7.....	594	229		823	142
1907-8.....	579	302	10	891	129

WHITE ACADEMIC HIGH SCHOOL.

TABLE VII.—*Showing enrollment for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter.^a*

Year.	Class enrollment.						College.
	First year.	Second year.	Third year.	Fourth year.	Graduates.		
					Third year.	Fourth year.	
1890.....	519	405	272		b 289		
1891.....	586	438	267		b 205		
1892.....	712	358	282		206		
1893.....					c 43		33
1893.....	718	436	291		249		
1894.....				84			51
1894.....	703	439	328		255		
1895.....				138			90
1895.....	637	431	303		176		
1896.....				d 168			107
1897.....	672	488	324	215			37
1898.....	759	480	324	228			170
1899.....	736	465	324	257			32
1900.....	682	431	282	217			43
1901-2.....	594	419	306	239			50
1902-3.....	512	377	293	230			
1903-4.....	622	386	287	224			199
1904-5.....	715	426	301	227			188
1905-6.....	745	574	305	224			187
1906-7.....	803	470	337	231			188
1907-8.....	686	650	442	293			211
							218
							281

^a Branch schools established September, 1890.^b Includes second-year graduates of business course.^c First voluntary fourth-year class.^d First compulsory fourth-year class.

TABLE VIII.—*Showing per cent of survival for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter.^a*

Year.	Per cent of the immediate preceding class reaching class designated.					Per cent of original first-year class reaching class designated.				
	Second year.	Third year.	Fourth year.	Graduates.		Second year.	Third year.	Fourth year.	Graduates.	
				Third year.	Fourth year.				Third year.	Fourth year.
1890.										
1891.										
1892.	50.28	78.77		73.03		50.28	39.61		28.93	
1893.			15.25		76.74			6.04		4.63
1893.	60.72	66.74		85.57		60.72	40.53		34.68	
1894.			28.87		60.71			11.70		7.10
1894.	62.44	74.71		77.74		62.44	46.66		36.27	
1895.			42.07		65.21			19.63		12.80
1895.	67.66	70.30		58.08		67.66	47.57		27.63	
1896.			55.44		63.69	34.58		26.37		16.80
1897.	72.62	66.40	66.36		79.07	18.82	72.62	48.21	32.00	25.30
1898.	63.24	67.50	70.37		75.44	24.88	63.24	42.69	30.04	22.66
1899.	63.18	69.68	79.32		78.21	24.88	63.18	44.02	34.92	27.31
1900.	63.20	65.43	76.95			63.20	41.35	31.82		

^a Branch schools established September, 1890.

BUSINESS HIGH SCHOOL.

TABLE IX.—*Showing enrollment and per cent of survival for the Business High School from first year to graduation.*

Graduating year.	Class enrollment.				Per cent of the immediately preceding class reaching class designated.		Per cent of original first-year class reaching class designated.	
	First year.	Second year.	Third year.	Graduates.	Second year.	Graduates.	Second year.	Graduates.
1892.	308	84		35	27	42	27	11
1893.	281	85		50	30	59	30	18
1894.	303	132		60	44	45	44	20
1895.	344	155		40	45	26	45	12
1896.	324	145		71	45	49	45	22
1897.	372	140		74	38	53	38	20
1898.	376	169		89	45	53	45	24
1899.	390	171		101	44	59	44	26
1900.	416	226		97	54	43	54	23
1901.	464	181		108	32	60	32	19
1902.	469	234		156	50	67	50	33
1903.	483	207		148	44	67	44	30
1904.	508	205		139	42	72	42	31
1905.	441	242		148	48	68	48	32
1906.	479	226		165	51	70	51	36
1907.	594	229		157	48	62	48	30
1908.	579	302	10	142	51	43	51	22
				129				

REPORT OF PRINCIPAL OF M'KINLEY MANUAL TRAINING SCHOOL.

SIR: In this brief report I shall not attempt to give a statement of the work of each department, but wish first to call attention to some of the difficulties under which we have worked during the past year, second to point out the encouraging features of the year's work, and, third, to make a few recommendations which are important for the future welfare of the school.

DIFFICULTIES.

The success of the McKinley School has been interfered with enormously by lack of room in which to carry on the work. When school opened in September, 1907, between 200 and 300 of our first-year students were unable to begin their school work because of lack of room. Provision was made for these pupils in three rooms at Central High School and in a rented building at 1622 Seventh street. But each pupil whom we assigned to the Central High School rooms was obliged to share his desk with another throughout the year, and the classes assigned to the rented building were obliged to recite in the Business High School assembly hall, sometimes two classes at a time in the same hall, during the two weeks required to get the rented building ready for use. In February, 80 more pupils entered and another building was rented, 1626 Seventh street. Six rented buildings were now used wholly or in part by the McKinley School. Including the main building and Central High School, our work was carried on under eight different roofs. And still we were crowded everywhere.

The average enrollment for March, April, and May was 620, and the school has a total of 541 desks. Moreover, none of the rented rooms were suited to school purposes. Some of them were so dark as to require artificial lighting. Some were dangerous in case of fire. All were very poorly ventilated and difficult of supervision. It was necessary for all pupils to come to the main building for their manual training and drawing work. It was also necessary for teachers to move about a great deal from one classroom to another, though this was reduced to a minimum. Sometimes a teacher had a class at Central, or in a rented building, the second hour, and another in the McKinley the third hour, or vice versa. This was nerve-racking to

the teacher and left the class by itself and open to temptations to disorder during the most important moments of the recitation period.

Another serious difficulty has been the delay in securing teachers. When the session began September 23 the McKinley School should have had a new teacher of mathematics, and efforts had been made during the summer to secure one. School had been running three weeks before the teacher was appointed. In the meantime several of the first-year mathematics classes—the same classes that were suffering most for lack of room—were “passed around” among the other mathematics teachers of the school, one teacher taking a class to-day and another to-morrow, as they happened to have free hours. Before the promotions were made in February I was informed that the McKinley School was to have three additional teachers, all of whom were badly needed. One of these reported for work the second day of the new term, another at the beginning of the fourth week, and the third has not yet been secured. It was necessary to dismiss some of the classes for three weeks, or until the second teacher began work, because there was no one to teach them. By overloading some of our teachers and by having one class recite four days to one teacher and one day to another, it was possible to get along without the third teacher, but not without sacrificing the best interests of many pupils. If it had been possible to secure temporary teachers, pending the appointment of permanent ones, the school would not have suffered so much. But this is not possible under the law.

A third difficulty resulted from the construction of an addition to our present building. By the latter part of March work on this addition had progressed so far that the contractor found it necessary to make connections with our present building and to begin certain alterations in it. The electric laboratory and physics office were forced out into the corridor. The women teachers' room was torn up and made over, the teachers, meanwhile, being crowded into the principal's office, since this was the only place available. The storeroom was torn out and the school supplies moved into the principal's private office. Many other changes were necessary, all of which served to congest still more the already crowded condition of the school. And the removal of the ends of the corridors, thus connecting the new part of the building with the old, brought the noises of building almost into class room and office. Aside from the disturbance caused, no small amount of the principal's time was taken up with matters connected with the construction of the addition.

The noise from Seventh street has also been a serious handicap in our work. This is caused in part by street cars, but more by wagons rattling and rumbling over the rough Belgian block pavement. Miss Plant, one of our ablest English teachers, gave as one of her reasons for resigning a few days ago that “the Belgian block

pavement outside our class-room windows makes work quite impossible at times, and well-nigh impossible always on account of the noise." While this noise disturbs greatly the work in our main building, it is much worse in the rented buildings across the street, especially when, on account of heat or bad air, it is necessary to open the front doors.

I have dwelt at length on these difficulties, partly because they constitute the reasons why we have not been able to accomplish what this school ought to accomplish, and partly because they afford a basis for some of the recommendations which are to follow. I now turn with pleasure to some of the encouraging features of the year's work.

ENCOURAGING FEATURES.

The addition to our building, which we hope to have ready for use in September, will make it possible for us to give up rented rooms in three of our most distant buildings. We shall be able to bring into this main building all of our physics laboratory work and all of our freehand drawing. We shall have much larger and better equipped shops. For the first time in the history of the school we shall have an assembly hall. True, this will not accommodate the entire school, but it will afford the principal an opportunity to come in contact with the student body in a way that has been impossible in the past. We shall have, in this addition, desks for 200 more pupils, making in all a little more than 400 desks in the main building.

The year has brought us, also, an appropriation from Congress for a further extension of the building, which will provide adequately for the work of our domestic-science department, part of which is now done in a rented building, will give us enlarged facilities for chemistry and mechanical drawing, and will add class-room space for about 200 more pupils.

Our annual report shows an average enrollment of 630 as compared with 528 last year. This is an increase of almost 20 per cent in one year. It indicates on the part of the people of Washington an appreciation of this type of high school that is most gratifying.

Another, and perhaps the most significant of the encouraging features of the year's work, is the hearty cooperation of teachers and pupils. Teachers have put up with great inconveniences uncomplainingly. They have done the best they could, realizing all the while that this was far from what they could do or would do if conditions were better. Out of loyalty to the school and interest in its success, they have stood together and worked together, and, considering conditions, the results have been most satisfactory. The same spirit of cooperation has prevailed among the pupils in a

marked degree. They have been far more disposed to do their work quietly and orderly for the sake of the school than to take advantage of the difficulties under which the school was working. The good name of the school appeals strongly to every true McKinley student.

Taking everything into consideration, I have no hesitancy in saying that the year's work has been very successful. Teachers and pupils have worked hard, and at a disadvantage, but have worked willingly and with good feeling, looking forward to better things in the future.

RECOMMENDATIONS.

In view of the present crowded condition of the school, as given in some detail in the statement above, and in view of the fact that the school will begin work next September with approximately 200 more pupils than were enrolled last September, I most respectfully but most urgently recommend:

1. That the rented buildings at 1622 and 1626 Seventh street be retained next year for the use of the McKinley School.

2. That at least three rooms in Central High School be assigned to the McKinley School.

3. That additional room be secured before February 1, 1909, to accommodate the pupils who may be promoted to the McKinley School at that time.

4. That the board of education include in its annual estimates, to be submitted to the Commissioners of the District, October 1, an item of \$400,000 for the purchase of ground on Rhode Island avenue and Marion street and for the erection thereon of an addition which will increase the capacity of the McKinley School to 1,200 pupils. (This recommendation is in harmony with the report of the school-house commission.)

I further urge:

5. That every possible effort be made by the superintendent and board of education to secure the repaving of Seventh street, at least between P and S streets, with asphalt. (Whatever is done in this matter should be done immediately, as I am informed that the paving estimates are made up in July.)

Very respectfully,

GEO. E. MYERS,
Principal.

Mr. A. T. STUART,
Superintendent of Schools.

pavement outside our class-room windows makes work quite impossible at times, and well-nigh impossible always on account of the noise." While this noise disturbs greatly the work in our main building, it is much worse in the rented buildings across the street, especially when, on account of heat or bad air, it is necessary to open the front doors.

I have dwelt at length on these difficulties, partly because they constitute the reasons why we have not been able to accomplish what this school ought to accomplish, and partly because they afford a basis for some of the recommendations which are to follow. I now turn with pleasure to some of the encouraging features of the year's work.

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Taking everything into consideration, I have no hesitancy in saying that the year's work has been very successful. Teachers and pupils have worked hard, and at a disadvantage, but have worked willingly and with good feeling, looking forward to better things in the future.

RECOMMENDATIONS.

In view of the present crowded condition of the school, as given in some detail in the statement above, and in view of the fact that the school will begin work next September with approximately 200 more pupils than were enrolled last September, I most respectfully but most urgently recommend:

1. That the rented buildings at 1622 and 1626 Seventh street be retained next year for the use of the McKinley School.

2. That at least three rooms in Central High School be assigned to the McKinley School.

3. That additional room be secured before February 1, 1909, to accommodate the pupils who may be promoted to the McKinley School at that time.

4. That the board of education include in its annual estimates, to be submitted to the Commissioners of the District, October 1, an item of \$400,000 for the purchase of ground on Rhode Island avenue and Marion street and for the erection thereon of an addition which will increase the capacity of the McKinley School to 1,200 pupils. (This recommendation is in harmony with the report of the school-house commission.)

I further urge:

5. That every possible effort be made by the superintendent and board of education to secure the repaving of Seventh street, at least between P and S streets, with asphalt. (Whatever is done in this matter should be done immediately, as I am informed that the paving estimates are made up in July.)

Very respectfully,

GEO. E. MYERS,
Principal.

Mr. A. T. STUART,
Superintendent of Schools.

A statement concerning conditions at the McKinley Manual Training School, showing the immediate need for the purchase of additional ground and the erection of a large addition, as recommended by the schoolhouse commission:

BUILDINGS IN USE BY THE SCHOOL DURING 1907-8.

1. The McKinley Manual Training School building, Seventh street and Rhode Island avenue NW.
2. Three rooms in Central High School (four blocks distant).
3. Six rented buildings, some of them four blocks distant from the school and all of them poorly ventilated, dangerous in case of fire, and ill suited in every way to school work. One of these was a wholesale liquor house until recently, another was a store, and others were residences. The annual rental of these outside rooms is \$3,250.

Number of pupils seated outside the school.

At the Central High School.....	183
In rented buildings.....	218
Total.....	401

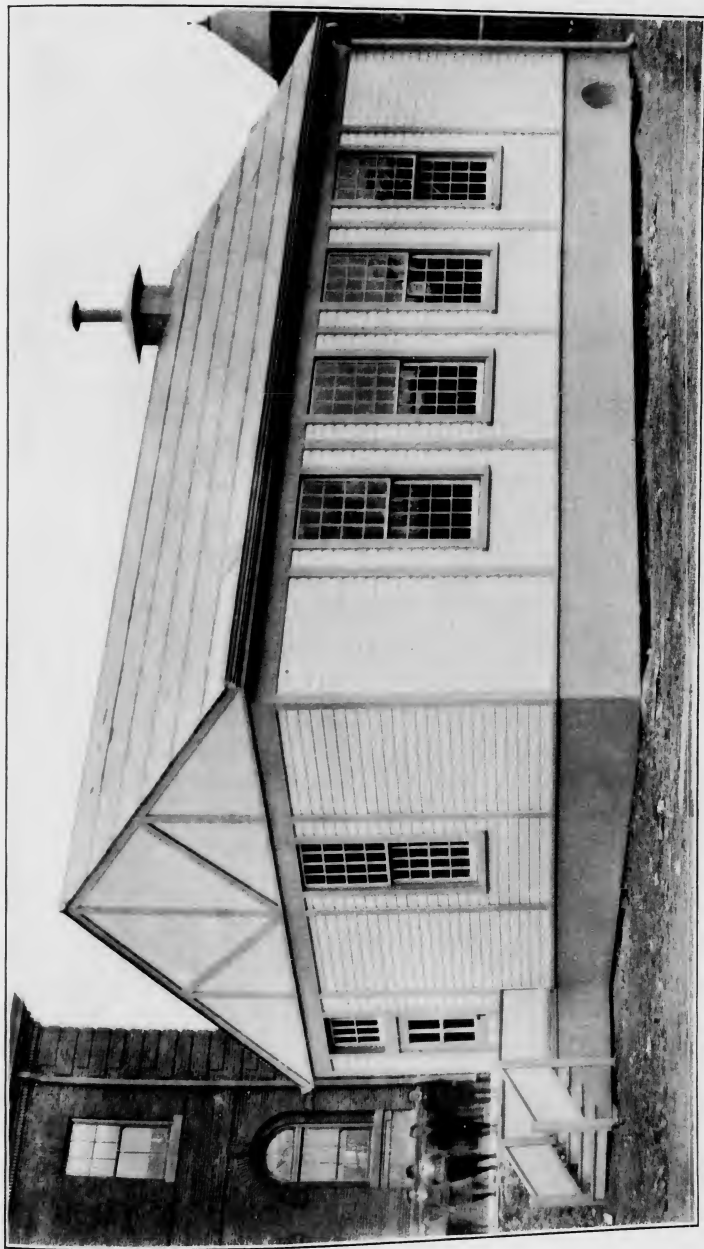
Fourteen of the 22 classes in school were thus provided for outside of the school building.

It should be noted that all pupils, wherever seated, were obliged to go to the main building for their manual training work.

Growth of school.

Average number enrolled, 1907-8.....	630
Average number enrolled, 1906-7.....	528
Increase.....	102
Pupils in school 1907-8 who expect to return next September.....	507
Promoted from eighth grade to enter McKinley next September.....	318
Estimated number who will enter from other schools next September.....	25
Estimated enrollment September, 1908, allowing for a shrinkage of 25 in the above figures.....	825
Enrollment September, 1907.....	614
Probable increase.....	211

It should be noted, as shown by the accompanying statement by Mr. Hughes, that the estimated number of promotions to each of the other high schools, except Western, is smaller than last year, while in the case of the McKinley this number is 50 larger. As a matter of fact, the actual number of promotions is smaller than the estimate in the case of every high school except the McKinley, where it is 10 larger.



A PORTABLE SCHOOL BUILDING.



PROVISIONS FOR THE FUTURE.

An addition to the building is nearing completion and will probably be ready for use in September. This will provide for the physics laboratory work and the drawing now done outside of the building. It will also provide 6 class rooms and a library which may be used temporarily for class-room purposes.

Plans have been drawn for a further extension of the building, provided for in the last appropriation bill. This addition will cover all of the available ground now belonging to the school. It will provide suitable accommodations for our domestic-science work, most of which is now done in one room in the main building and the rest in a rented room at 624 O street. It will accommodate our art-metal shop, which is now in rented quarters. It will also furnish us 6 additional class rooms.

However, if this second addition were ready for use when school opens in September, we should be obliged to seat about 200 pupils outside the building. By the time this addition is ready the number will probably have increased to 300 or 400. In fact, we shall then be face to face with practically the same crowded condition which has confronted us the past year.

In view of this desperate need of the McKinley School, it is clear that every possible effort should be made to secure a large appropriation from Congress at its coming session for a further extension of the building. This extension should increase the capacity of the school to 1,200 pupils and should cost, with the site, not less than \$400,000.

Name, location, description, and cost of school buildings owned.

No. of building.	Name.	Location.	Style of building.	Size.	Description.
43	High schools: Central.....	O between 6th and 7th streets nw.	Brick...	<i>Feet.</i> 197 by 55	Three stories and basement.
85	Eastern.....	7th and C streets se.	do.	86 by 164	do.
117	Western.....	35th and T streets nw.	do.	69½ by 174½	do.
144	Business.....	Rhode Island avenue between 8th and 9th streets nw.	do.		do.
130	Manual Training School: McKinley.....	Rhode Island avenue and 7th street nw.	do.		do.
63	First division: Addison.....	P between 32d and 33d streets nw.	do.	54 by 98	do.
25	Conduit Road.....	Conduit road.	Frame		One story.
68	Coreoran.....	28th street between M street and Olive avenue nw.	Brick	68 by 82	Two stories and basement.
26	Curtis.....	O between 32d and 33d streets nw.	do.	97 by 79	Three stories and basement.
92	Fillmore.....	35th between R and S streets nw.	do.	70 by 84	Two stories and basement.
1	High Street.....	Wisconsin avenue nw.	Frame	58 by 30	Two stories.
147	Hyde.....	O between 32d and 33d streets nw.	Brick	80 by 80	Two stories and basement.
69	Jackson.....	R between 30th and 31st streets nw.	do.	70 by 84	do.
110	Reservoir.....	Conduit road.	Frame		Two stories.
14	Threlkeld.....	36th street and Prospect avenue nw.	Brick	75 by 29	do.
114	Toner.....	24th and F streets nw.	do.	67 by 85	Two stories and basement.
65	Second division: Adams.....	R street between 17th street and New Hampshire avenue nw.	do.	73 by 83	do.
66	Berret.....	14th and Q streets nw.	do.	50 by 100	Three stories and basement.
113	Chevy Chase.....	Connecticut avenue extended.	Frame		Two stories.
52	Dennison.....	S between 13th and 14th streets nw.	Brick	92 by 89	Three stories and basement.
32	Force.....	Massachusetts avenue between 17th and 18th streets nw.	do.	90 by 73	do.
41	Grant.....	G between 21st and 22d streets nw.	do.	92 by 88	do.
95	Johnson.....	School and Grant streets, Mount Pleasant.	do.		do.
21	Johnson annex.....	School street, Mount Pleasant.	Frame		Two stories.
125	Morgan.....	V between Champlain and 18th streets nw.	Brick	65 by 96	Two stories and basement.
102	Tenley.....	Tenley, D. C.	do.		do.
54	Weightman.....	23d and M streets nw.	do.	76 by 83	do.
104	Third division: Brightwood.....	Brightwood, D. C.	do.		do.
151	Brightwood Park.....	9th and Ingraham streets.	Brick, frame, and stucco.		One story and basement.
84	Harrison.....	13th between V and W streets nw.	Brick	75 by 101	Two stories and basement.
119	Hubbard.....	Kenyon between 11th and 12th streets nw.	do.		do.
72	Monroe.....	Columbia road between Georgia and Sherman avenues nw.	do.	70 by 84	do.
131	Petworth.....	Philadelphia street near Georgia avenue nw.	do.	48 by 85	do.
57	Phelps.....	Vermont avenue between T and U streets nw.	do.	70 by 40	do.
146	Ross.....	Harvard between 11th and 13th streets nw.	do.	81½ by 84½	do.

a Part of Wallach site.

b Includes the purchase of additional ground.

Name, location, description, and cost of school buildings owned.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Steam.....	1883	49	<i>Sq. feet.</i> 96,300	\$137,625.00	\$118,078.00	\$255,703.00
do.....	1891	22	(a)	(a)	77,000.00	77,000.00
do.....	1898	29	135,278	37,000.00	101,084.36	138,084.36
do.....	1905			72,500.00	177,009.28	249,509.28
do.....	1902			b 53,000.00	c 237,141.05	290,141.05
do.....	1885	8	12,450	7,470.70	29,313.00	36,783.70
Stoves.....	1874	1	10,890	1,089.00	1,200.00	2,289.00
Furnace.....	1889	8	14,400	7,700.00	25,952.00	33,652.00
Steam.....	1875	10	24,396	18,500.00	60,000.00	78,500.00
Furnace.....	1892	8	18,204	9,925.00	27,046.46	36,971.46
Stoves.....	1853	4	7,296	4,330.00	3,000.00	7,330.00
Furnace.....	1907	8	18,295	13,476.50	46,522.08	59,998.58
do.....	1889	8	17,825	10,700.00	28,731.00	39,431.00
do.....	1897	4	89,760	2,000.00	5,992.18	7,992.18
Stoves.....	1868	4	5,068	3,500.00	5,000.00	8,500.00
Furnace.....	1898	8	10,719	8,763.50	29,055.29	37,818.79
do.....	1888	8	11,460	17,240.00	26,652.00	43,892.00
do.....	1889	9	5,000	15,000.00	25,048.50	40,048.50
do.....	1898	4	40,000	6,000.00	9,837.48	15,837.48
Steam.....	1884	12	24,648	23,200.00	45,181.00	68,381.00
do.....	1879	12	21,828	60,000.00	36,215.00	96,215.00
do.....	1882	12	21,033	16,826.00	40,428.00	57,254.00
do.....	1895	8	25,530	12,265.00	28,846.47	41,111.47
Stoves.....	1871	4	(d)	(d)	9,300.00	9,300.00
Furnace.....	1901	8	15,250	17,000.00	36,446.00	53,446.00
Steam.....	{ 1882 }	8	43,560	10,890.00	27,920.00	38,810.00
Furnace.....	{ 1896 }	8	13,712	13,712.00	29,324.00	43,036.00
Steam.....	{ 1888 }	8	18,234	5,470.00	20,885.00	26,355.00
Furnace.....	{ 1896 }	5	35,000	8,400.72	26,316.00	34,716.72
do.....	1890	8	11,540	19,200.00	27,796.00	46,996.00
do.....	1900	8	15,626	9,375.60	38,046.44	47,422.04
do.....	1889	8	15,000	4,500.00	23,988.00	28,488.00
do.....	1902	4	18,135	5,500.00	23,143.00	28,643.00
do.....	1887	8	11,468	19,466.00	24,521.00	43,987.00
do.....	1906	8		b 65,458.15	43,213.87	108,672.02

c Includes increased cost of extension of the building.
d Part of Johnson School site.

Name, location, description, and cost of school buildings owned—Continued.

No. of building.	Name.	Location.	Style of building.	Size.	Description.
	Third division—Cont'd.			<i>Fed.</i>	
118	Takoma.....	Takoma Park.....	Brick...	160 by 187	{Two stories and basement.
101	Woodburn.....	Riggs road near Blair road.	do.....		do.....
13	Bates Road <i>a</i>	{Bates road near Soldiers' Home.	{do.....	31 by 61	One story.....
2	Tunlaw Road <i>b</i>	Tunlaw road near Loughborough road.	do.....		do.....
35	Grant Road.....	{Grant road between Wisconsin and Connecticut avenues extended.	{Frame..		do.....
	Fourth division:				
27	Abbot.....	New York avenue and L street nw.	Brick...	102 by 42	do.....
15	Franklin.....	13th and K streets nw...	do.....	148 by 79	Three stories and basement.
143	Gage.....	2d street above U street nw.	do.....		Two stories and basement.
33	Henry.....	O between 6th and 7th streets nw.	do.....	89 by 73	Three stories and basement.
44	Morse.....	R between New Jersey avenue and 5th street nw.	do.....	81 by 69	Two stories and basement.
86	Polk.....	7th and P streets nw....	do.....	70 by 84	do.....
22	Seaton.....	I between 2d and 3d streets nw.	do.....	94 by 69	Three stories and basement.
29	Thomson.....	12th between K and L streets nw.	do.....	91 by 28	do.....
45	Twining.....	3d between N and O streets nw.	do.....	81 by 69	Two stories and basement.
51	Webster.....	10th and H streets nw...	do.....	107 by 84	Three stories and basement.
	Fifth division:				
70	Arthur.....	Arthur place between B and C streets nw.	do.....	67 by 84	Two stories and basement.
61	Blake.....	North Capitol between K and L streets nw.	do.....	70 by 84	do.....
103	Brookland.....	{10th and Monroe streets, Brookland, D. C.	{do.....		do.....
58	Carbery.....	5th between D and E streets ne.	do.....	70 by 84	do.....
116	Eckington.....	1st street and Quincy place ne.	do.....	72 by 94	do.....
133	Emery.....	Lincoln avenue and Prospect street ne.	do.....	86 by 134	do.....
36	Gales.....	1st and G streets nw....	do.....	90 by 66	Three stories.....
108	Langdon.....	Queen's Chapel road, Langdon, D. C.	do.....		Two stories.....
9	Queen's Chapel Road.	On Langdon site.....	Frame..	25 by 31	One story.....
	Sixth division:				
48	Benning.....	Benning, D. C.	Brick...		Two stories.....
50	Blair.....	I between 6th and 7th streets ne.	do.....	70 by 84	Two stories and basement.
145	Blow.....	19th street and Benning road ne.	do.....	80½ by 83½	do.....
37	Hamilton.....	Bladensburg road, D. C.	do.....		Two stories.....
107	Hayes.....	5th and K streets ne....	do.....	70½ by 93½	Two stories and basement.
128	Kenilworth.....	Anacostia avenue, Kenilworth, D. C.	do.....	36 by 100	Two stories.....
142	Ludlow.....	6th and G streets ne....	do.....		Two stories and basement.
71	Madison.....	10th and G streets ne....	do.....	70 by 84	do.....
94	Pierce.....	14th and G streets ne....	do.....	70 by 84	do.....
88	Taylor.....	7th between F and G streets ne.	do.....	70 by 84	do.....
121	Webb.....	15th and Rosedale streets ne.	do.....	153 by 120	do.....
136	Wheatley.....	12th and N streets ne....	do.....		do.....
	Seventh division:				
46	Brent.....	3d and D streets se....	do.....	81 by 69	do.....
120	Dent.....	2d street and South Carolina avenue se.	do.....	56 by 95	do.....
135	Edmonds.....	9th and D streets ne....	do.....		do.....

a Used as a storeroom.*b* Burned down in March, 1874.

Name, location, description, and cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			<i>Sq. feet.</i>			
Furnace.....	{ 1899 } 1903	8	29,920	\$2,992.00	\$19,611.78	\$22,603.78
do.....	1896	4	53,930	2,695.50	10,210.00	12,905.50
Stoves.....	{ 1866 } 1868	2	43,560	400.00	1,600.00	2,000.00
do.....	1864	1	43,560	150.00	500.00	650.00
do.....	{ 1864 } 1880	2	43,560	4,356.00	1,200.00	5,556.00
do.....	1876	9	6,448	16,120.00	20,000.00	36,120.00
Steam.....	1869	17	14,946	41,100.00	188,000.00	229,100.00
Furnace.....	1904	8	-----	12,000.00	45,589.60	57,589.60
Steam.....	1880	12	(c)	(c)	45,000.00	45,000.00
Furnace.....	1883	8	18,318	11,500.00	23,670.00	35,170.00
do.....	1891	8	(c)	(c)	27,000.00	27,000.00
Steam.....	1871	12	18,750	24,375.00	35,000.00	59,375.00
Furnace.....	1877	6	3,229	6,780.00	8,000.00	14,780.00
do.....	1883	8	18,717	11,230.00	24,070.00	35,300.00
Steam.....	1884	12	8,418	21,000.00	41,053.00	62,053.00
Furnace.....	1889	8	19,590	15,672.00	27,652.00	43,324.00
do.....	1887	8	10,995	9,985.00	24,973.00	34,958.00
Steam.....	{ 1891 } 1896	12	15,000	2,475.00	21,552.00	24,027.00
Furnace.....	{ 1903 } 1887	8	11,751	8,800.00	29,980.00	38,780.00
do.....	1898	8	13,500	10,800.00	28,383.74	39,183.74
Steam.....	1902	12	20,227	14,713.00	42,269.00	56,982.00
do.....	1881	12	12,764	22,300.00	40,116.00	62,416.00
do.....	1897	4	43,560	800.00	7,964.11	8,764.11
Stoves.....	1865	1	(d)	(d)	500.00	500.00
do.....	1883	4	43,560	2,178.00	8,935.00	11,113.00
Furnace.....	1884	8	22,013	6,600.00	22,071.00	28,671.00
do.....	1906	8	54,750	11,750.00	45,475.20	57,225.20
Stoves.....	1881	4	32,670	800.00	4,000.00	4,800.00
Furnace.....	1897	8	13,671	9,999.45	28,979.61	38,979.06
do.....	1901	4	20,280	2,000.00	22,946.00	24,946.00
do.....	1904	8	-----	13,769.37	42,539.83	56,309.20
do.....	1889	8	9,980	6,468.00	25,644.00	32,112.00
do.....	1894	8	10,000	10,000.00	26,152.00	36,152.00
do.....	1891	8	12,650	8,475.50	26,524.50	35,000.00
do.....	1900	8	18,360	8,924.95	33,856.39	42,781.34
do.....	1903	8	-----	7,500.00	47,497.00	54,997.00
do.....	1883	8	8,500	8,500.00	22,065.00	30,565.00
do.....	1900	8	12,920	12,195.00	34,536.05	46,731.05
do.....	1903	8	-----	13,812.00	55,000.00	68,812.00

c Part of Central High School site.

d Part of Langdon site.

Name, location, description, and cost of school buildings owned—Continued.

No. of building.	Name.	Location.	Style of building.	Size.	Description.
Seventh division--Con.					
115	Hilton.....	6th between B and C streets ne.	Brick...	<i>Feet.</i> 57½ by 93½	Two stories and basement.
55	Maury.....	B between 12th and 13th streets ne.	do.....	70 by 84	do.....
31	Peabody.....	C and 6th streets ne.	do.....	90 by 90	Three stories and basement.
141	B. B. French Manual Training School.	7th and G streets se.	do.....		Two stories.
59	Towers.....	8th and C streets se.	do.....	56 by 104	Two stories and basement.
4	Wallach.....	D between 7th and 8th streets se.	do.....	99 by 76	Three stories and basement.
Eighth division:					
42	Amidon.....	F and 6th streets sw.	do.....	81 by 69	Two stories and basement.
123	Bowen, Sayles J.....	3d and K streets sw.	do.....	275 by 102	do.....
60	Bradley.....	13½ between C and D streets sw.	do.....	70 by 84	do.....
105	Greenleaf.....	4½ between M and N streets sw.	do.....		do.....
23	Jefferson.....	D and 6th streets sw.	do.....	172 by 88	Three stories and basement.
16	McCormick.....	3d between M and N streets se.	do.....	55 by 55	Two stories and basement.
17	Potomac.....	12th between Maryland avenue and E street sw.	do.....	72 by 32	Two stories.
64	Sniallwood.....	I between 3d and 4½ streets sw.	do.....	70 by 83	Two stories and basement.
150	Van Ness.....	4th and M streets se.	do.....	60½ by 86½	do.....
Ninth division:					
96	Buchanan.....	E, between 13th and 14th streets se.	do.....		do.....
111	Congress Heights.....	Congress Heights, D. C.	do.....		do.....
137	Cranch.....	12th and G streets se.	do.....	79 by 36	do.....
73	Good Hope ^a	Good Hope, D. C.	Frame...		One story.
149	Ketcham.....	Adams street, between Jackson and Harrison, Anacostia, D. C.	Brick...	106½ by 64½	Three stories and basement.
67	Lenox.....	5th street, between G street and Virginia avenue se.	do.....	70 by 83	Two stories and basement.
122	Orr.....	Prout street, Twining City.	do.....	150 by 125	do.....
138	Stanton.....	Good Hope Hill.....	do.....		One story and basement.
83	Tyler.....	11th, between G and I streets se.	do.....	70 by 84	Two stories and basement.
87	Van Buren.....	Jefferson street, Anacostia, D. C.	do.....		do.....
38	Van Buren Annex.....	Washington street, Anacostia, D. C.	do.....		Three stories.
Colored:					
82	High school—M street.....	M street, between 1st street and New Jersey avenue nw.	do.....	80 by 147	Three stories and basement.
129	Manual training school: Armstrong.....	P, between 1st and 3d streets nw.	do.....		Two stories and basement.
Tenth division:					
75	Briggs.....	22d and E streets nw.	do.....	67 by 83	do.....
6	Chain Bridge Road.....	Chain Bridge road, near Conduit road.	Frame...		One story.
10	Chamberlain.....	East street, Georgetown.	do.....		Two stories.
62	Magruder.....	M, between 16th and 17th streets nw.	Brick...	56 by 104	Two stories and basement.
140	Montgomery.....	27th, between I and K streets nw.	do.....		do.....
81	Phillips.....	N, between 27th and 28th streets nw.	do.....	70 by 84	do.....
139	Reno.....	Fort Reno, D. C.	do.....		One story and basement.
97	Stevens.....	21st, between K and L streets nw.	do.....		Three stories and basement.
19	Sumner.....	17th and M streets nw.	do.....	94 by 69	do.....

^a Includes cost of old building, \$1,200.^b Part of Wallach site.^c Increased by \$1,800 spent in 1903.^d Used as a cooking school.

Name, location, description, and cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Furnace.....	1898	8	<i>Sq. feet.</i> 7,500	\$11,000.00	\$28,368.25	\$39,368.25
do.....	1886	8	18,792	6,000.00	25,798.00	31,798.00
Steam.....	1879	12	14,620	21,900.00	38,150.00	60,050.00
Furnace.....	1840	4	3,163	2,370.00	^a 22,038.00	24,408.00
do.....	1904	8	(^b)	(^b)	24,999.00	24,999.00
do.....	1887	8	(^b)	(^b)	24,999.00	24,999.00
Steam.....	1864	14	107,834	106,436.00	40,000.00	146,436.00
Furnace.....	1882	8	8,953	7,835.00	18,232.00	26,067.00
Steam.....	1901	8	28,050	13,500.00	35,836.35	49,336.35
Furnace.....	1887	8	13,189	6,594.00	24,992.00	31,586.00
do.....	1896	8	15,000	10,500.00	24,527.00	35,027.00
Steam.....	1872	20	69,788	38,400.00	72,000.00	110,400.00
Furnace.....	1870	4	13,575	4,395.00	7,000.00	11,395.00
Stoves.....	1870	4	5,837	2,918.00	4,500.00	7,418.00
Furnace.....	1888	8	14,190	8,519.00	26,652.00	35,171.00
do.....		8	21,025	10,778.77	47,650.00	58,428.77
do.....	1895	8	20,584	10,000.00	27,562.43	37,562.43
do.....	1898	8	10,760	3,320.00	23,000.00	26,320.00
Steam.....	1872	8	7,776	^c 6,940.00	41,543.00	48,483.00
Stoves.....	1903	2	21,780	750.00	4,462.00	5,212.00
Furnace.....	1889	8	49,920	10,000.00	49,502.61	59,502.61
do.....	1889	8	10,928	5,500.00	25,135.00	30,635.00
do.....	1900	4	18,750	2,411.24	22,294.68	24,705.92
do.....	1903	4		2,287.00	24,050.00	26,337.00
do.....	1890	8	11,588	8,691.00	25,972.00	34,663.00
do.....	1891	8	15,600	25,000.00	26,864.00	51,864.00
Stoves.....	1881	6	15,600	2,500.00	6,837.00	9,337.00
Steam.....	1890	24	24,591	24,592.00	82,317.00	106,909.00
do.....	1902	17	30,375	15,198.50	118,206.21	133,404.71
Furnace.....	1889	8	9,202	8,500.00	24,619.00	33,119.00
Stoves.....	1865	1	21,780	1,100.00	500.00	1,600.00
do.....	1866		5,800	2,000.00		2,000.00
Furnace.....	1887	8		^d 29,113.00	25,973.00	55,086.00
do.....	1903	8		7,500.00	46,881.00	54,381.00
do.....	1890	8	13,302	11,400.00	26,066.00	37,466.00
do.....	1903	4		3,000.00	23,849.00	26,849.00
Steam.....	1868	20	16,481	16,481.00	40,000.00	56,481.00
do.....	1896	10	11,984	25,150.00	70,000.00	95,150.00
do.....	1871	10				

^a Includes the cost of two lots adjoining Magruder School—lots 22 and 23, square 162.
^f Razed to the ground.

Name, location, description, and cost of school buildings owned—Continued.

No. of building.	Name.	Location.	Style of building.	Size.	Description.
89	Tenth division—Cont'd. Wilson.....	17th, between Euclid street and Kalorama road.	Brick...	<i>Fect.</i> 70 by 84	Two stories and basement.
49	Wormley.....	Prospect avenue, between 33d and 34th streets nw.	do.....	70 by 84	do.....
172	Eleventh division: Bruce.....	Marshall street, between Georgia and Sherman avenues nw.	do.....	71½ by 86	do.....
47	Bunker Hill Road.....	Bunker Hill road.....	do.....		One story.
30	Cook, John F.....	O, between 4th and 5th streets nw.	do.....	96 by 58	Three stories.
11	Fort Slocum.....	Blair road.....	Frame.....		One story.
34	Garnet.....	10th and U streets nw.	Brick.....	90 by 73	Three stories and basement.
76	Garrison.....	12th, between R and S streets nw.	do.....	70 by 84	Two stories and basement.
132	Langston.....	P, between North Capitol and 1st streets nw.	do.....	70 by 105	do.....
8	Military Road.....	Military road, near Brightwood.	Frame.....		One story.
40	Mott.....	Trumbull and 6th streets nw.	Frame and brick.		Two stories.
93	Patterson.....	Vermont avenue, near U street nw.	Brick.....	70 by 84	Two stories and basement.
80	Slater.....	P, between North Capitol and 1st streets nw.	do.....	70 by 84	do.....
5	Military Road ^b	Military road, near Broad Branch road.	Frame.....	26 by 34	One story.
7	Brightwood.....	Brightwood, near Rock Creek Ford road.	do.....	21 by 34	do.....
12	Brentwood Road ^c	Brentwood road, near Queen's Chapel road.	do.....		do.....
39	Twelfth division: Banneker.....	3d, between K and L streets nw.	do.....	81 by 69	Two stories and basement.
24	Benning Road Annex ^d	Benning road.....	Frame.....		One story.
56	Benning Road.....	do.....	do.....		do.....
91	Burrville.....	Burrville, D. C.....	do.....		Two stories.
152	Deanwood.....	Whittingham place and Lane place.	Brick, frame, and stucco.		One story and basement.
99	Douglass.....	1st and Pierce streets nw.			Two stories and basement.
100	Ivy City.....	Ivy City, D. C.....	Frame.....		One story.
77	Jones.....	1st and L streets nw.	Brick.....	67 by 83	Two stories and basement.
18	Lincoln.....	2d and C streets se.	do.....	75 by 68	Three stories and basement.
90	Logan.....	3d and G streets ne.	do.....	70 by 84	Two stories and basement.
124	Lovejoy.....	12th and D streets ne.	do.....	75 by 87½	do.....
98	Payne.....	15th and C streets se.	do.....		do.....
134	Simmons, Abby S.....	Pierce, between 1st street and New Jersey avenue nw.	do.....		do.....
79	Thirteenth division: Ambush.....	L, between 6th and 7th streets sw.	do.....	70 by 84	do.....
3	Anacostia Road.....	Anacostia, D. C.....	Frame.....		One story.
78	Bell.....	1st, between B and C streets sw.	Brick.....	67 by 83	Two stories and basement.
74	Birney Annex.....	Rear Nichols avenue, Hillsdale, D. C.	Frame.....		Two stories.
127	Birney.....	Nichols avenue, Hillsdale, D. C.	Brick.....	136 by 320	Two stories and basement.
109	Bowen, Anthony.....	9th and E streets sw.	do.....	70 by 92½	do.....
148	Cardozo.....	I, between Half and 1st streets sw.	do.....	82 by 84	do.....

^a Part of Garnet School site.^b Abandoned.^c Demolished.^d One room used for cooking and carpentry and one room for grades.

Name, location, description, and cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			<i>Sq. feet.</i>			
Furnace.....	1891	8	15,000	\$9,000.00	\$26,000.00	\$35,000.00
do.....	1884	8	13,240	6,600.00	23,495.00	30,095.00
do.....	1898	8	30,000	7,650.00	29,083.13	36,733.13
Stoves.....	1883	1	43,500	900.00	2,700.00	3,600.00
Furnace.....	1868	11	8,640	6,900.00	18,000.00	24,900.00
do.....	1877				500.00	1,589.00
Stoves.....	1867		21,780	1,089.00		
Steam.....	1880		28,480	22,800.00	35,000.00	57,800.00
Furnace.....	1889	8	14,400	16,200.00	24,540.00	40,740.00
do.....	1902	8	18,000	13,500.00	36,855.00	50,355.00
Stoves.....	1865	2	43,560	3,500.00	1,200.00	4,700.00
do.....	1871	10	18,150	9,075.00	17,428.00	26,503.00
do.....	1882					
Furnace.....	1893	8	(a)	(a)	26,118.00	26,118.00
do.....	1890	8	12,000	11,000.00	26,067.00	37,067.00
Stoves.....	1864	1	21,780	100.00	400.00	500.00
do.....	1865	1	21,780	150.00	600.00	750.00
do.....	1867	1	21,780	100.00	500.00	600.00
Furnace.....	1882	8	9,653	10,600.00	20,000.00	30,600.00
Stoves.....	1864	2	(e)		1,000.00	1,000.00
do.....	1874			900.00	3,135.00	4,035.00
do.....	1886	2	21,780		2,750.00	3,350.00
do.....	1888	2	15,000	600.00		
do.....	1892					
Furnace.....		5	43,470	3,471.34	26,384.00	29,855.34
do.....	1896	8	9,600	10,500.00	26,296.00	36,856.00
Stoves.....	1896	2	7,200	3,600.00	2,604.38	6,204.38
Furnace.....	1889	8	14,866	11,100.00	25,396.00	36,496.00
Steam.....	1871	12	11,600	17,400.00	20,000.00	37,400.00
Furnace.....	1891	8	9,125	8,486.25	26,513.75	35,000.00
do.....	1872	8	14,010	5,000.00	36,136.08	41,136.08
do.....	1901		8,480	4,240.00	22,695.00	26,935.00
do.....	1896	8		9,886.00	52,000.00	61,886.00
do.....	1903	8				
do.....	1889	8	11,000	11,750.00	23,885.00	35,635.00
Stoves.....	1864	1	43,560	1,310.00	600.00	1,910.00
Furnace.....	1889	8	11,920	9,536.00	25,609.00	35,145.00
Stoves.....	1889	4	(g)	(g)	2,000.00	2,000.00
Furnace.....	1901	8	43,560	2,500.00	37,911.05	40,411.05
do.....	1867	8	10,555	10,600.00	27,129.63	37,729.63
do.....	1897		43,375	13,500.00	46,328.67	59,828.67
do.....	1907					

e Part of original site.

f Estimated.

g Part of original Birney site.

h Increased by cost of additional ground included.

Name, location, description, and cost of school buildings owned—Continued.

No. of building.	Name.	Location.	Style of building.	Size.	Description.
	Thirteenth division—Con.			<i>Feet.</i>	
106	Garfield.....	Garfield, D. C.....	Frame.....		Two stories.....
63	Giddings.....	G, between 3d and 4th streets se.	Brick...	70 by 84	Two stories and basement.
20	Hillsdale ^b	Nichols avenue, Hillsdale, D. C.	Frame.....		Two stories.....
28	Randall.....	1st and I streets sw.....	Brick...	90 by 72	Three stories.....
126	Sphinx.....	Half, between N and O streets sw.	...do....	81 by 85	Two stories and basement.
	Total.....				

^a Increased by cost of additional ground included.

^b Used for manual training and cooking schools.

Name, location, description, and cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			<i>Sq. feet.</i>			
Stoves.....	1887	6	43,560	\$900.00	\$5,247.00	\$6,147.00
Furnace.....	1896	8	.....	a 9,132.00	24,952.00	34,084.00
	1887					
Stoves.....	1871	c 4	41,832	1,700.00	5,000.00	6,700.00
Furnace.....	1876	12	9,088	5,500.00	40,000.00	45,500.00
Steam.....	1901	8	19,630	5,754.00	39,237.00	44,991.00
				1,819,474.04	4,663,020.49	6,482,494.53

c Reduced by abandoning two rooms.



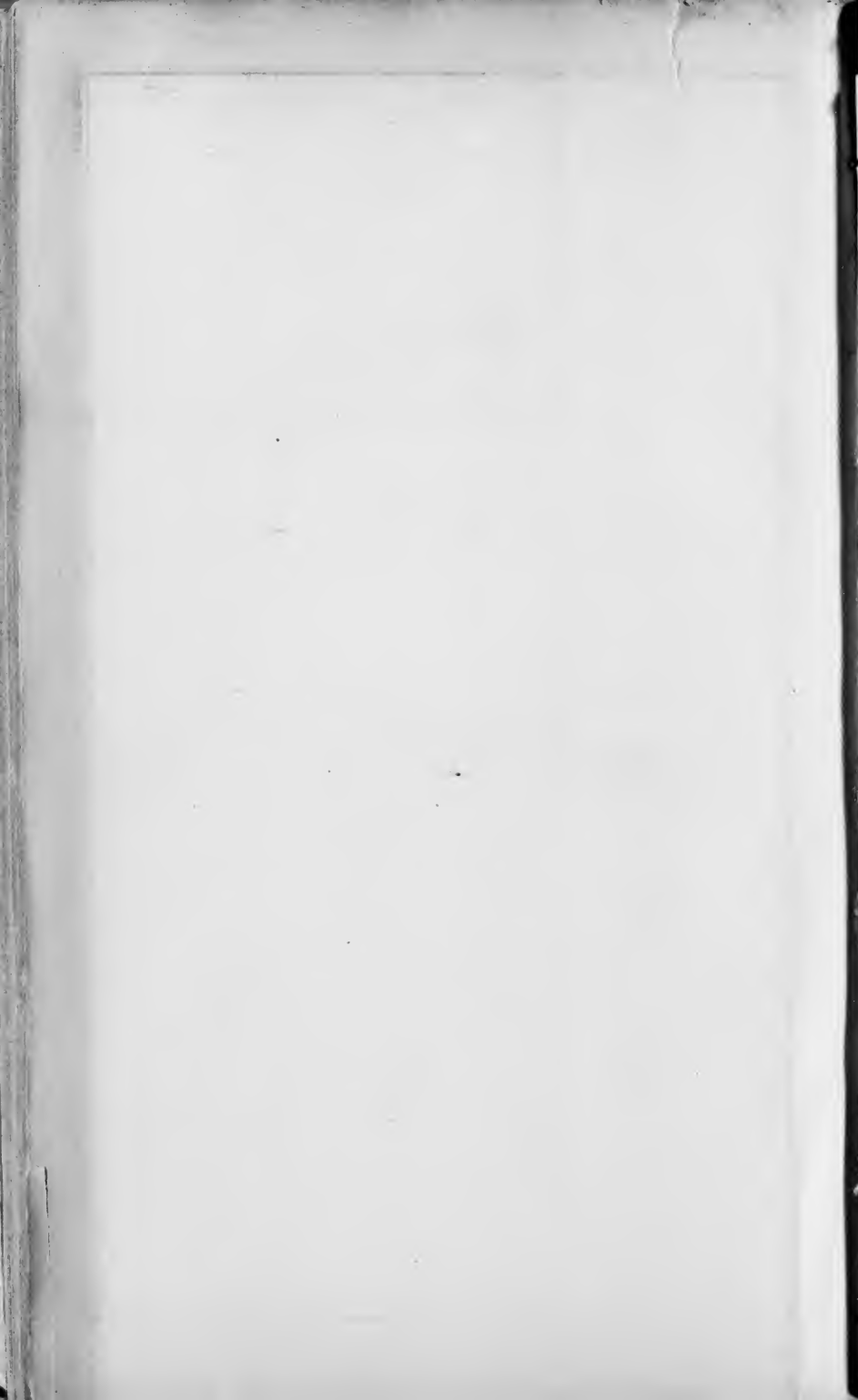


AUTHORITIES.

District of Columbia Survey Charts, U.S. G. & S. Survey.
Records of the Office of the Surveyor, District of Columbia.
Special Surveys made for preparing a Plan for High
way Extensions, District of Columbia outside of the
City of Washington.

NOTES:

Elevations are in feet and are referred to the
plane 0.607 feet above high tide level of the Po-
tomac River.





MAP OF THE DISTRICT OF COLUMBIA SHOWING LOCATION OF SCHOOLS

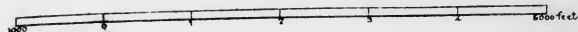
WHITE SCHOOLS

COLORED SCHOOLS



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